

1951

# COLLEGE AND UNIVERSITY

THE JOURNAL *of the* American  
Association *of* Collegiate Registrars  
*and* Admissions Officers



JANUARY, 1952

VOLUME TWENTY-SEVEN

NUMBER TWO

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## Contributors to This Issue

JOHN A. ANDERSON was formerly Dean and Registrar at Pasadena City College, and an associate editor of COLLEGE AND UNIVERSITY. Since his retirement a year ago he has been Director of General Studies at the Art Center School, Los Angeles.

HENRY A. BOWMAN is Chairman of the Division of Home and Family and of the Department of Marriage Education at Stephens College.

J. R. BREITENBUCHER is Professor of German at Miami University, Oxford, Ohio. Since 1948 he has been on leave of absence to serve as University Adviser with Military Government and the High Commission for Germany. His article represents his personal views, and is in no way to be considered as the official opinion of the U. S. Department of State.

HAROLD F. BRIGHT is part-time Tabulating Equipment Supervisor in the Registrar's Office and part-time Social Science Research Associate at the University of Texas.

WILLIAM H. BROWN is Professor of Education and Director of the Bureau of Educational Research at North Carolina College, Durham, N.C.

ROBERT L. EBEL is Director of the University Examinations Service, State University of Iowa.

MAURICE F. FREEHILL is Director of the Bureau of Research, Western Washington College of Education, Bellingham.

LAURENCE LIPSETT is Vocational Adviser in the Counseling Center of the Rochester Institute of Technology.

ROBERT F. MENKE is Director of Placement and Associate Professor of Education, Arizona State College at Tempe.

ALMA H. PREINKERT is Registrar of the University of Maryland and an Associate Editor of COLLEGE AND UNIVERSITY.

HAROLD H. PUNKE is Professor of Education, Alabama Polytechnic Institute at Auburn.

A. H. SASSANI is Specialist for Exchange of Information on Education, Near and Far East, Division of Higher Education, United States Office of Education.

W. B. SHIPP is Assistant Registrar and Registration Supervisor at the University of Texas.

LEO F. SMITH is Chairman of the Educational Research Office of the Rochester Institute of Technology.

DEWEY B. STUIT is Dean of the College of Liberal Arts at the State University of Iowa.



# One Thousand and You—in Washington '52

*A Preview of the National Convention of AACRAO,  
Washington, April 21-24, 1952*

FRED E. NESSELL, Chairman, *Committee on Publicity,  
Promotion, and Press Relations*

WE HOPE our readers will catch the idea of our headline. The AACRAO is a big organization (1438 members at the last published count, and many delegates will bring other members of their families). In any event, your committees, under the general chairmanship of Alma H. Preinkert, are planning the Washington meeting as the very biggest in our history.

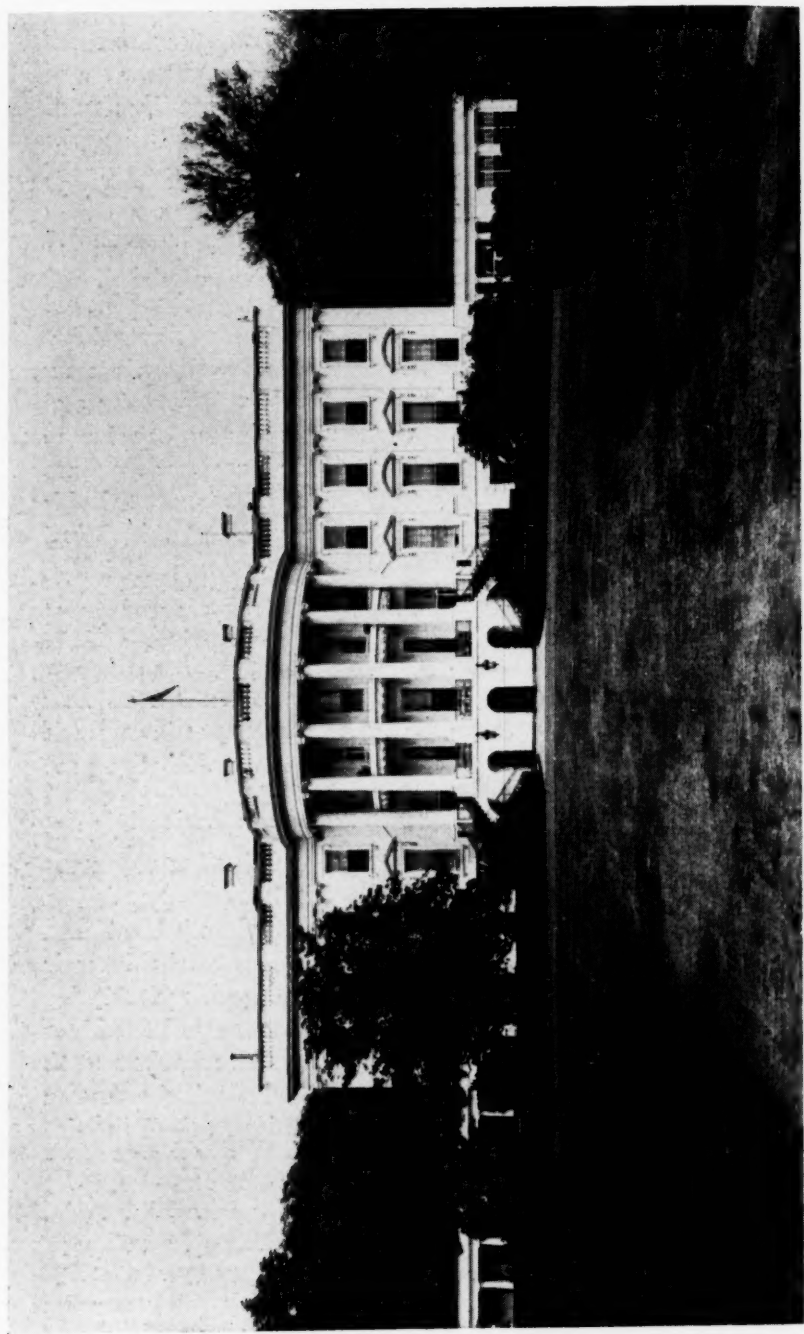
Headquarters for the convention have been established at the Statler Hotel. The committee on housing will have full information regarding hotel and motel reservations soon after January 1. Early response to the committee's call for reservations is essential. Begin to make your plans now.

The executive committee has just released the outline of the program to be presented. Beginning at 9 A.M., Tuesday and continuing through Thursday morning the convention will be privileged to hear some of the nation's outstanding speakers: Dr. Frank Graham, Defense Manpower Administrator, U. S. Department of Labor, former president of the University of North Carolina; Dr. Kenneth McFarland, Educational Consultant, General Motors Corporation; Ezra L. Gillis, Director of the Bureau of Source Materials in Higher Education, and Registrar Emeritus of the University of Kentucky; Dr. Harold Benjamin, Head, Division of Social Foundations, George Peabody College for Teachers, former Dean of Education at the University of Maryland; and others not yet definitely signed.

A clinic for new registrars, a panel discussion on professional development, the annual banquet, workshops, etc., will intersperse the general meetings.

The committee on tours has virtually completed plans for sightseeing beginning Sunday, April 20, and carrying through to Friday if there is sufficient demand. Sunday afternoon a tour to the "Holy Land" is scheduled:—Washington Cathedral, Shrine of the Immaculate Conception, and the Franciscan Monastery. Monday there will be tours to the Public Buildings:—the United States Capitol, Congressional Library, U. S. Supreme Court, the White House, Pan American Union, Bureau of Engraving and Printing; Smithsonian, U. S. Botanic Gardens, Folger Shakespeare Library, the FBI, Mellon Art Gallery, Lincoln and Jefferson Memorials, Washington Monument, to name a few; Arlington, Alexandria, and Mount Vernon; the U. S. Naval Academy, Annapolis. Continuous tours will be arranged as desired by wives and other visitors. A Gourmet's Guide to eating places will not be overlooked. Information will be available too about trips to colonial Williamsburg, the Skyline Drive, the Gettysburg battlefields, and other places of interest which members will want to visit before and after the convention.

Everything points to a week of more than usual educational interest. We say again: plan to be here in April '52!



THE WHITE HOUSE, WASHINGTON

JANUARY  
1952

# COLLEGE AND UNIVERSITY

VOLUME 27  
NUMBER 2

THE JOURNAL *of the* American  
Association of Collegiate Registrars  
and Admissions Officers

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## The Pasadena Experience

JOHN A. ANDERSON

THE FACTS about the Pasadena school controversy have been so extensively publicized during the past year that most school people already know about them and are more or less familiar with their full implication for public education in America. But a brief review of them will serve to bring matters up to date.

Pasadena schools had for twenty years been under the leadership of Dr. John A. Sexson. This was a period of great growth and development and when Dr. Sexson's term ended by retirement in 1948 the board of education set out, with the community's blessing, to find another man of national stature to take his place. They found him in Willard Goslin, then superintendent of schools in Minneapolis and at that time—February, 1948—just beginning his term as president of the American Association of School Administrators, the highest honor that could come to a school superintendent. Mr. Goslin at length arrived in Pasadena, looked the job and the town over and had many conferences with key people both in and out of the schools. That was in March. In April, after several exchanges of communications with the board of education, he accepted the position, and in July moved to Pasadena with his family.

Just about everybody in Pasadena, including the school personnel, was gratified that the board was able to get the services of such a distinguished leader to carry on the forward-looking traditions for which

the community had been well known throughout the country. Here began what David Hulburd, who wrote the book "This Happened in Pasadena," called the honeymoon. The budget for the following year, which had been prepared before Mr. Goslin got to Pasadena, had been approved, and an elementary and junior high school bond issue of \$5,000,000 was overwhelmingly passed by the voters on October 1. The new Superintendent's initial appearances before lay and school groups confirmed the fine things that had been said about him. Things looked good.

That first year was an active one and many issues came up and were disposed of by the board and the superintendent—personnel, in-service training for teachers, orientation of new teachers, a revised calendar to provide more school days, press relations, and a host of other matters, most of which were settled in a harmonious relationship between the board and the superintendent. Mr. Goslin clearly had the kind of forward-looking program the board wanted.

But there were problems. The community was growing rapidly and school buildings were being filled beyond capacity. New buildings had to wait during the war, and after it was over building costs were becoming prohibitive. However, two new junior high schools were opened and elementary school facilities enlarged. This brought about another problem: rezoning. Heretofore it had been possible for pupils living nearer one school to attend another farther away if parents requested it. This tended to concentrate Negro or Mexican children in certain schools and Anglo-Saxon children in others. Rezoning or redistricting meant serious objections from some parents and they were vocal about it. However, the board went ahead and considered the adoption of Mr. Goslin's plan for redistricting. More about this later.

With the rising costs it was soon evident that the elementary district could not longer maintain its program on the 90 cent tax limit per \$100 evaluation. Assessed valuations were going up, but they could not cover both the increases in costs and in enrollment. In California this tax limit may be increased for five-year periods by vote of the people. This had been done five years before and the 15 cent rise then authorized was expiring. Looking ahead, the superintendent and the board decided to ask for a fifty percent increase this time, to \$1.35 per \$100 valuation. This would take care of the needs in the Pasadena elementary district and provide the kind of education for Pasadena youngsters which the board and the superintendent were sure the

community wanted. The board vote was unanimous. This was on April 12, 1950, and the election was to be on June 2, 1950.

Here is where the trouble started. The citizens who had been vocal about redistricting became more vocal about the proposed budget for next year and about the proposed increase in the tax rate. Several public meetings were held on these two issues, each one becoming larger and more controversial than the one before. The Parent-Teacher organizations were selected to head the campaign for the schools. Of twelve civic organizations in the community all but two went on record in favor of the tax increase. These two were the Real Estate Board and a fairly new organization known as the School Development Council. In opposition also were the Pasadena chapter of Pro-America, Sons of the American Revolution, and several business groups who felt that they did not know enough about the issue to give the board of education what they called a blank check. Also joining the opposition were many parents who were dissatisfied with their children's progress in school, those who objected to the schools' program against intolerance, and a large group of retired citizens who depended upon pensions for their livelihood. This last group was disaffected because they blamed the P.T.A. and the California Teachers Association for the defeat of their earlier ballot measure to make their pensions a first lien on the funds of the state.

The School Development Council led the opposition. They charged that the schools are not teaching the three R's, that Mr. Goslin's interest in summer camps, the United Nations, and better human relations were subversive attempts to indoctrinate children in communism; that the schools were lacking in discipline and were undermining parental influence.

Quoting from the report of a special committee of the National Education Association:

"To the consternation of the administration this [tax increase] proposal, which was presented to the people with such high hopes, proved to be the occasion of the bitterest controversy Pasadena had ever known. As previously stated, Dr. Goslin's appointment was generally received with every evidence of enthusiasm. The first intimation of hostility came from the Pasadena chapter of Pro-America. When speaking to a local organization Dr. Goslin was asked if he favored federal aid to education. When he replied that he did, strong exception was taken on the ground that he, as a public servant in a position of great influence, had no right to take a favorable stand on so controversial an issue. . . ."

"Meanwhile, the great middle group of Pasadenans who usually influences opinion in such a situation found itself thoroughly confused. The community had had no experience with an important school controversy in over a generation and never with one so charged with emotion. They had not realized that the schools of Pasadena had been giving them 'progressive education' for the past twenty years. When Dr. Goslin explained it to them and the School Development Council began its attack, they hardly knew what to believe. Was a certain amount of financial irresponsibility indicated by the fact that the new administration in its first two years found it necessary to increase the tax limit which had been ample for the previous seventy-six years? Where there was so much smoke, must there be some fire? The local newspapers had been most generous in their coverage of School Development Council activities. The *Star-News*, the conservative paper of the community, to which Pasadenans had been accustomed to turn for an authoritative statement on school issues, offered them no guidance. It seemed to be just as confused as they were."

June 2, election day, finally arrived. School elections usually brought out from eight to fifteen per cent of the voters. But this time it was quite different: 32,242 voted, 38 per cent of the electorate, and the results were a stunning reversal of what had nearly always happened in Pasadena before. The tax increase lost by more than two to one.

The board and the superintendent could only tighten their belts and pick up the pieces. This they did, revising the budget by eliminating many essential items. Although schools were about to close for the summer, the local teachers association, wishing to continue their attempts to have a constructive part in the crisis, employed a reputable outside agency of experts to make a survey of public opinion in the district to find what people really had in mind when they voted on the tax increase. The results were somewhat reassuring: They showed that while many thought more emphasis should be placed on the fundamentals, they voted mainly against an increase in taxes. Only ten per cent said they were voting against progressive education, and less than five per cent indicated any lack of confidence in Mr. Goslin and the board. It was clear that they wanted the broad program of education continued.

But the School Development Council interpreted the results of the election as a mandate from the people, not as a financial issue but as a vote against the administration of the schools. They demanded an additional loyalty oath from the teachers and a survey of



the ideological status of the schools. The teachers agreed to repeat the loyalty oath they had already taken and invited the School Development Council to join in it. The Council asked the dismissal of Mr. Goslin, making that a condition of their support for increased funds for the schools. A check of many business men by the president of the board indicated a similar sentiment.

The rift in Pasadena had become deep and wide and obviously something had to be done about it. The N.E.A. committee report, quoted heretofore, had this to say about some of the developments that summer:

"During the summer Dr. Goslin had pointed out to the board of education that the fight on the schools was a determined one and likely to become more intense. He told them that if at any time they felt that he had become a handicap to the schools his resignation would be available. By November the board believed that that time had now arrived. They had now reached the point where they could no longer withstand the pressure. Believing that they would never be able to get the necessary funds for the support of the schools or restore harmony to the school system as long as Dr. Goslin continued in the superintendency, they informally reached a four-to-one agreement to request his resignation. They delayed taking formal action, hoping to make their decision unanimous, but their hand was forced."

They accordingly telegraphed Mr. Goslin, who was in the east attending a meeting of the National Citizens Commission for the Public Schools, requesting his resignation and explaining their position at considerable length. When he got back, negotiations for the termination of his contract were begun.

Meanwhile other things happened. A committee of the California Senate held a series of hearings on the issue in Pasadena. Its purpose was to investigate alleged subversive infiltration into the Pasadena schools. Many of the election campaign accusations were repeated by witnesses at these hearings, and there was other testimony which was obviously extreme and unfounded. After Mr. Goslin himself testified he was given a rousing ovation by the large crowd in the hearing room at the city hall. The report of these hearings is embodied in a printed 103-page document issued by the Senate Investigating Committee on Education. It is listed as the eighth report of this committee. It gives much of the testimony developed at these hearings as well as seven documented appendices. It is probably the most complete single source of information for anyone interested in a further study of

the precise nature of the attacks on the public schools in Pasadena.

Several attempts were made by responsible groups to induce the board of education to reconsider its decision. These included an organization of interested citizens known as the Committee on Public Education (abbreviated to C.O.P.E.), a Citizens Action Committee, and the Ministerial Association representing 42 of the city's 44 Protestant ministers. Informally, the Rotary Club, of which he was a member, gave Mr. Goslin a rousing ovation; and at his last meeting with the teaching staff he got a similar one. But these all came too late. Having made its decision, the board of education refused to rescind it. And Willard Goslin, with characteristic forthrightness, publicly recognized the board's right to ask for his resignation—and submitted it.

Who, or what, was responsible for this lamentable chain of events? The special committee of the National Education Association, quoted before in this paper, points no accusing finger at the board of education or at Willard Goslin. Rather, it says, the Pasadena crisis was not the result of any one, two, or three causes; but rather "the result of a concatenation of events, personalities and pressures that seemed to lead inexorably to the tragic conclusions."

Several writers on the Pasadena experience have called attention to the striking similarity of attacks on the public schools in widely separated parts of the country. Progressive education, subversion in the classroom, the three R's, subversive textbooks, failure to avoid controversial issues, sex education, socialism, are familiar topics which appear again and again, suggesting that much of this material must come from a common source. It does, and Allen A. Zoll of the National Council for American Education, makes no bones about it. In Hulburd's book, "This Happened in Pasadena," he is quoted as labeling Willard Goslin's resignation "another victory." This was in the December issue of the official promotional organ, *Educational Guardian*. The January issue contains the statement, says Hulburd, that "The millions of pieces of literature we have sent out during the past two and a half years . . . have had an effect—an important effect."

The publisher's note at the end of Hulburd's book lists the many reputable and unbiased agencies from which interested people may get help on school problems. Among them is the National Citizens Commission for the Public Schools, at 2 West 45th Street, New York, which was written about in the January 1950 issue of COLLEGE AND UNIVERSITY.



"The Public School Crisis," which appears in the September 8, 1951 *Saturday Review of Literature*, and which is quoted at length later in this article, presents stories from five other American communities in which attacks against public schools are being made. These include, beside Pasadena, Port Washington, New York, Englewood, New Jersey, Denver, Colorado, Eugene, Oregon, and Palo Alto, California.

Anyway, so far as Pasadena is immediately concerned, it is now water under the bridge. And, to mix a metaphor, the silver side of all these clouds is beginning to appear. The old indifference toward what is happening in the schools, has, for the time at least, largely disappeared. There are constructive forces in this community now working like beavers to restore and improve the relations between the citizens and their schools. Some of them have already been named on preceding pages, but there is one which deserves more attention: the Citizens School Survey Committee under the chairmanship of James B. Boyle, a lay resident of this district. This committee, appointed by the board of education at the height of the controversy, is probably unique in the history of education, in the number of citizens it has enlisted as helpers and in the scope of what it is doing. Mr. Boyle's statement, which was published in the September 8, 1951 issue of *The Saturday Review of Literature*, is worth quoting in full:

"Some time before the dramatic incidents culminating in the dismissal of its superintendent of schools, the Pasadena Board of Education, being fully aware of community unrest with respect to the operation of the public schools, appointed a citizens committee for the study of public education. This committee, known as the Citizens School Survey Committee, was composed of twelve citizens, men and women representing a wide range of community interest. The committee called upon all citizens and all civic organizations for suggestions as to the major problems confronting public education in Pasadena. After analyzing and classifying the reports received and making a thorough study of the situation, the committee sought the counsel of professional experts in the local region and planned a fact-finding study of the basic educational issues with which the people of the city were concerned.

"From the outset the committee insisted upon a study which would be made jointly by laymen and local professional educators working in co-operation with specialists in the various fields to be investigated. These specialists, for the most part members of the faculties of California colleges and universities, have served as consultants to the local committees who gathered facts, analyzed them, and, in co-operation with the con-

sultants, are now in the process of making recommendations for the general improvement of the schools.

"The entire study, under the direction of Dr. Clyde M. Hill, of Yale University, and Dr. Lloyd N. Morrisett of the University of California at Los Angeles, is organized into fourteen areas: Adult Education; Business Procedures; Characteristics of the School Districts; Elementary Education; Finance; General Administration; Health, Physical Education and Recreation; Junior College Education; Pasadena's Needs and Desires for Education (Public Opinion); Personnel; Plant, Sites and Equipment; Pupil Personnel Administration (Including Guidance and Counseling); Secondary Education; and Vocational Education.

"The study of each area is planned and carried on by a Steering Committee, composed usually of five laymen and five members of the Pasadena school staff. The Steering Committees have appointed numerous subcommittees who are making studies of aspects of the problems with which the respective Steering Committees are concerned. Each subcommittee reports its findings and recommendations to the Steering Committee and from these reports, after full discussion, the recommendations for the solution of the major problems are being formulated. There are approximately two hundred subcommittees. Between 800 and 900 individuals are engaged in making the survey.

"After each preliminary report is reviewed by a committee of citizens not otherwise connected with the study the final detailed, professional report will be prepared by the directors. It will contain more than 1000 pages and will constitute a blueprint for progress for the schools during the next few years. Summaries and popularized editions of the report will be made available for general distribution.

"Cognizant that developments here have alerted the whole country to the problems facing our public schools, Pasadena feels its obligation to share with other communities its constructive experiences in meeting these problems. Consequently, arrangements are being made to publish for national distribution a complete description of the way the entire community has pooled its resources and employed the talents of its citizens in evaluating its schools.

"The evaluation is for the sole purpose of determining ways in which the schools of Pasadena can be made, if they are not already, among the best in the country, an idea to which Pasadena has long subscribed and an ideal which she by no means is disposed to abandon."

In preparing this article, the writer has tried merely to present a broad picture of what has happened in Pasadena during the past two eventful years. Many details have been omitted, some of them important. But it is his hope that what is here presented will serve to

bring to the readers of COLLEGE AND UNIVERSITY some understanding of what has happened in one American school system, and can happen in others. Recovery in Pasadena is well under way. The question of the tax ceiling in the elementary schools was submitted again to the voters in the spring of 1951, this time for a very modest increase, and was passed by a comfortable majority. This was admittedly not enough to meet all the urgent needs, but the vote was encouraging. Frank Walkup, a respected former junior high school principal in Pasadena, is acting superintendent, and the citizens' survey is nearing completion.

In closing, the writer would like to quote, at the risk of appearing to help himself too readily to what the N.E.A. committee has contributed, a statement by chairman John W. Davis in the foreword of that report:

"The progress of education in Pasadena is not yet a lost cause. The case of Superintendent Goslin may either be an incident marking only a temporary setback to be followed by a renewed advance, or it may be the decisive blow that sends the community back to mediocrity or worse. The outcome depends upon the courage, intelligence and initiative of the majority of the citizens of the community. The greatest foes to a renewed advance will not be persons or groups; they will be inertia, confusing propaganda, distrust, fear, selfishness, and pressure of other interests. Time alone will reveal the answer for the parents and children of Pasadena."

Mr. Boyle's statement of the work being done by nine hundred citizens seems to indicate what the answer will be.

AUTHOR'S NOTE: In preparing this paper the following published material has been used:

Hulburd, David, *This Happened in Pasadena*, New York: Macmillan Co., 1951, pp. 166.

"The Pasadena Story," a 39-page report of an investigation by a special committee appointed by the Defense Commission of the National Education Association. June, 1951.

"The Public School Crisis," *Saturday Review of Literature*, June, 1951.

"American Education Under Fire," Ernest O. Melby, Dean of School of Education, New York University. *Freedom Pamphlets*, 1951.

"The Enemy in Pasadena," Carey McWilliams, *The Christian Century*, January 3, 1951.

"Eighth Report of (California) Senate Investigation Committee on Education," April, 1951.

"Who's Trying to Ruin Our Schools?" Arthur D. Morse, *McCall's Magazine*, September, 1951.

J.A.A.

# Vocational Aspirations of Freshmen

WILLIAM H. BROWN

## INTRODUCTION

LIFE in a world of work demands that individuals settle on some choice of occupation as early as possible, so that they may better relate their learning experiences to successful pursuit of their chosen vocations. Vocational orientation is generally accepted as a basic motivation in the selection of a college program by students. Whether or not this orientation is effective is a question to be answered by individual colleges in the light of their particular curriculum plans and teaching processes. The present study was undertaken by the Bureau of Educational Research of North Carolina College as a service to the College in an effort to determine: (1) the vocational preferences of a freshman class, (2) the degree of certainty with which students make their vocational choices, and (3) difficulties which individual students recognize as blocks to the pursuit of their chosen vocations.

## METHOD OF STUDY

A questionnaire, administered to 343 freshmen in the freshman orientation class, requested students to indicate: (1) their major and minor programs of study, (2) their first, second, and third vocational choices, (3) the degree of certainty of their first choice of vocation, and (4) needs, which when fulfilled might clear the way for pursuit of chosen vocations. The data obtained from this questionnaire were summarized and interpreted.

## DESCRIPTION OF FRESHMAN POPULATION

The 1950-51 entering freshman class at the North Carolina College consisted of 419 students; 166 men and 253 women. On the day that the questionnaire was administered, responses were obtained from 127 or 76.5 per cent of the males and 216 or 85.5 per cent of the females. The sample for this study consisted of about 82 per cent of the freshman class. The distribution of the students according to their college majors is given in Table 1.

From the table, it can be seen that commerce, biology, and social

science are the most popular college majors for this group of students. Among the men students, biology is by far the most popular major, with chemistry, commerce, and physical education almost tying for second place. Among women students, commerce is by far the most popular major, with social science and home economics standing next.

TABLE 1  
DISTRIBUTION OF SAMPLE BY MAJOR ACADEMIC AREAS REPRESENTED  
AND BY NUMBER AND PERCENT OF MEN AND  
WOMEN RESPONDING

College Major	Men		Women		Total	
	No.	Percent	No.	Percent	No.	Percent
Commerce.....	16	12.6	50	23.0	66	19.2
Biology.....	34	26.7	16	7.4	50	14.7
Social Science.....	13	10.2	27	12.5	40	11.6
Home Economics.....	0		28	13.1	28	8.2
Chemistry.....	17	13.4	8	3.7	25	7.3
Physical Ed.....	15	11.8	10	4.6	25	7.3
Mathematics.....	9	7.1	13	6.0	22	6.4
English.....	2	1.6	16	7.4	18	5.2
Fine Arts.....	8	6.3	9	4.2	17	4.9
Sociology.....	0		13	6.0	13	3.8
Health Ed.....	5	3.9	6	2.8	11	3.2
French.....	2	1.6	7	3.2	9	2.6
History.....	4	3.2	2	.9	6	1.8
Undecided.....	2	1.6	11	5.2	13	3.8
Total.....	127	100.0	216	100.0	343	100.0

Both the student's choice of a college major and the grade level at which the choice is made are important in the process of vocational orientation carried on by colleges, for under prevailing patterns of college curricula it is next to impossible to teach a group of individuals who are not sure why they are being taught. Thus, some colleges bring various kinds of pressure to bear on the student so that he makes an early selection of a major area of academic work that he can use as a springboard in making a vocational choice. While these pressures tend to decrease indecision in some cases, they can generate confusion in cases where the student is uncertain about his aptitudes.

In a study of occupational indecision among college students, Webb<sup>1</sup> found that counseling of students tended to reduce indecision

<sup>1</sup> Wilse B. Webb, "Occupational Indecision Among College Students," *Occupations*, XXVII (February, 1949), 331.

TABLE 2  
FREQUENCY DISTRIBUTION OF MAJOR-MINOR COMBINATIONS CHOSEN BY FRESHMEN

Majors	Minors <sup>a</sup>																										Total Majors
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	?
1. Art									1																		1
2. Dramatics									7	9	1	1							3	1							6 <sup>b</sup>
3. Commerce				7	3	1																			2	31	0
4. Education						2			6	1			2										3				18
5. English	1								1		1												1				9
6. For. Lang.		1	1		3				1																		11
7. Health Ed.									1			3					2								2	2	11
8. Home Ec.				2												18									3		28
9. Lib. Sci.																											5
10. Mathematics																											6 <sup>b</sup>
11. Music			5	2	2							3					1	1	1	1			2				22
12. Phy. Ed.					3	2			1			2					1								1	7	16
13. Psychology		1					1		1		1						1	7		4			4				25
14. P.H. Nursing																											0
15. Recreation																											0
16. Gen. Sci.																											0 <sup>b</sup>
17. Biology									1	1		4	1	1			2	34	1								0
18. Chemistry										8		1					9		2	1			1			5	50
19. Physics																											3
20. Soc. Sci.	2	1	1						6	1	4	5	2										9		1	1	7
21. Economics																											0
22. Geography																											40
23. History																											0
24. Philosophy																											6 <sup>b</sup>
25. Pol. Sci.									2								1									2	6
26. Sociology			1																								0
27. Undecided (?)													7														13
Total Minors	3	3	8	11	11	6	1	0	27	21	8	20	12	1	0	22	20	35	4	16	1	0	23	0	1	8	343

<sup>a</sup> Minors in the table are identified by numbers corresponding to the subjects in the list of majors in the extreme left column.  
<sup>b</sup> No majors offered by college.



and confusion about vocational choices and suggested that all students have the advantage of careful counseling as they make occupational choices. However, Russell's<sup>2</sup> study of guidance trends in Negro colleges revealed that 64 percent of a sample of 42 Negro colleges provided only "part-time" counseling service, probably by the teaching staff; and that organized and pertinent information about the student was frequently not available for use by counselors, due perhaps to the financial support available for counseling programs in these colleges. North Carolina College provides one full-time counselor for its 1200 students and it is possible that many freshmen lean heavily on their high school experiences and successes as a guide to the selection of a college major.

Returning to the discussion of Table 1, it is significant that only 1.6 percent of the males and 5.2 percent of the females in the present group indicated indecision about their choice of a college major, for this fact suggests clear orientation of academic purposes and perhaps vocational preferences.

The sample used in this study may be described also in terms of the major-minor combinations chosen by the students, since both the major and minor of a student may influence his vocational orientation. The distribution of major-minor combinations selected by this group is given in Table 2.

Certain recurring major-minor combinations may be observed in Table 2. High frequency combinations include commerce-education, commerce-library science, commerce-mathematics, social science-history, social science-library science, social science-physical education, home economics-general science, biology-chemistry, chemistry-mathematics, and chemistry-biology. It seems safe to assume that students feel that certain major-minor combinations contribute to vocational orientation for certain jobs. The chemistry-biology combination, for example, is generally associated with pre-medical programs.

The wide variety of combinations in the table suggests a wide variety in the after-college ambitions of students and hence a wide variety in the purposes of students enrolled in almost all courses. This variety in purposes merits recognition in the teaching process and perhaps some adaptation of the process to the purposes of students.

Many hypotheses about the major and minor choices of these stu-

<sup>2</sup> R. D. Russell, "Guidance Developments In Negro Colleges," *Occupations*, XXVIII (October, 1949), 25.

dents in relation to vocational orientation are suggested by Table 2. One wonders, for example, why there are no education majors and few education minors in the group, although teaching constitutes one of the chief vocations of the Negro college graduate. One wonders, too, how General Education experiences are related, through the philosophy of the college, to the particular major-minor plan of curriculum organization reflected in the table. However, such questions are only indirectly related to the present study. A study of factors regulating the major-minor choices of students may be highly informative and useful in the evaluation of a college program.

#### VOCATIONAL CHOICES

The results obtained when 343 freshmen were asked to list their first, second, and third choices of vocations are given in Table 3. In general, Table 3 reveals teaching as the vocational choice of the

TABLE 3  
VOCATIONAL CHOICES EXPRESSED BY FRESHMEN, BY OCCUPATIONS  
AND BY PERCENT OF EACH SEX EXPRESSING CHOICE

Vocations	First Choice			Second Choice			Third Choice		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. Teaching	30.8	52.7	44.6	44.9	37.0	39.9	23.6	21.7	21.8
2. Medicine	25.9	4.1	12.2	4.1	.5	1.7			
3. Clerical	1.6	9.2	6.4	3.1	12.1	8.9			
4. Law	8.9	1.4	4.1						
5. Library		5.5	3.6		3.7	2.3			
6. Lab. Technology	2.3	4.1	3.6	7.1	2.3	4.1			
7. Business	7.1	.5	2.9	2.3	.5	1.1			
8. Household Arts		3.7	2.3		6.9	4.4			
9. Social Work	1.6	2.8	2.3	1.6	3.7	2.9			
10. Recreation	4.1		1.5						
11. Nursing		2.3	1.4		3.7	2.3			
12. Public Health	3.1	.4	1.4	1.6	1.4	1.4			
13. Dentistry	3.1		1.1	1.6		.6			
14. Uncertain				11.0	13.4	12.5	44.1	52.3	48.7
15. Field unrelated to major				12.6	10.7	11.3	13.4	11.1	11.9
16. Miscellaneous	11.5	13.3	12.6	10.1	4.1	6.6	18.9	14.9	17.6
Total (Base)	100.0 (127)	100.0 (216)	100.0 (343)	100.0 (127)	100.0 (216)	100.0 (343)	100.0 (127)	100.0 (216)	100.0 (343)

largest percent of men and women expressing first, second, and third choices. Medicine stands second in popularity with 12.2 percent of the freshmen selecting it as a first choice. It should be noted that 25.9 percent of the men but only 4.1 percent of the women selected medicine as a first choice. The relatively small percentages for medicine as a second choice of vocation suggests that few students think of falling back on medicine when other choices are abandoned. Law and recrea-



tion work are not mentioned as second choices. However, teaching persists even as a third choice. It is noteworthy that certain vocations seem more prevalent as a choice among one sex than among the other. Predominant vocational choices among males appear to be medicine, law, business, recreation, and dentistry, while clerical, library, and social work, seem to be especially attractive to females. Almost half of the students did not list a third choice of vocation. This fact suggests that individual students tend to restrict their choices to a narrow range of specific vocations.

### *Teaching*

The prevalence of teaching as a vocational choice of this group seems to deserve special attention. Table 3 shows that teaching is the most prevalent and most persistent choice of vocation for both men and women in the group studied. Almost 53 percent of the women students selected teaching as a first choice, while about 31 per cent of the men preferred to teach. The fact that teaching occurs more often as a second choice among men than among women suggests that many of the men expect to fall back on teaching, if their preferred vocational plans fail to materialize. The percentage of women choosing clerical work as a second choice suggests that many in this group of women would expect to fall back on clerical work, if other plans failed to materialize. During the process of summarizing the responses, it was observed that practically all of the students listed teaching as one of their choices. Thus, teaching stands out as the most popular choice of vocation among this group.

It should be recalled that no majors and relatively few minors in education appeared in Table 2. No explanation of this fact is given by the data obtained from the inventory. However, it is relatively easy for the Negro college graduate to find employment as a teacher in public schools of the South. Efforts to upgrade the Negro schools by replacing teachers who are not college graduates with college graduates may account, in part, for the demand for Negro teachers. It is possible, too, that the number of Negroes in the previous generation, having the advantage of a college education and preferring to teach, fell far short of the demand for college-trained teachers. Special 1940 census tables used in a study by William H. Brown<sup>3</sup> revealed that

<sup>3</sup> "A Critical Study of Secondary Education for Negroes In Georgia," Unpublished Ph.D. Dissertation, School of Education, Ohio State University, 1948, p. 209.

only six-tenths of one per cent of Negro adults in Georgia had finished a college course, although 3.3 percent of all adults in the state had completed college. Regardless of the condition of the market for Negro teachers, prospective teachers should be properly advised regarding the professional competence needed for the satisfactory pursuit of teaching as a vocation. Such advice is likely to be available in education courses, if the students get into such courses. However, the prevailing curriculum pattern in many colleges requires a student to distribute his total hours of credit so that he comes out with what amounts to a major in General Education as well as in some subject area, a minor in a second subject area, and a second minor in education, if he wishes to teach. There may be reason to examine more closely the problems which confront the student as he tries to relate his vocational preferences to a pattern of curriculum in which emphases seem to compete with each other for the central position.

It was of interest in the present study to determine whether some departments enrolled more prospective teachers than other departments. The percent of majors in each department who chose teaching as a first or second choice seemed to provide a crude estimate of teacher-producing responsibility for the several departments. Table 4 gives the percent of male and female freshmen in each department who chose teaching as a first or second vocational preference.

TABLE 4  
PER CENT OF DEPARTMENTAL MAJORS WHOSE FIRST  
OR SECOND CHOICE WAS TEACHING, BY SEX

Major Curriculum	No. Dept. Majors			Percent Dept. Majors Choosing Teaching					
				First Choice			Second Choice		
	M	F	T	M	F	T	M	F	T
1. Math.	9	13	22	67	92	82	67	52	54
2. Fine Arts	8	9	17	75	78	76	12	44	29
3. French	2	7	9	100	71	78	0	71	55
4. P. Ed.	15	10	25	53	100	72	33	30	33
5. English	2	16	18	50	75	72	50	25	28
6. H. Ec.	0	28	28	0	71	71	0	28	28
7. History	4	2	6	75	0	50	50	50	50
8. Soc. Sc.	13	27	40	8	56	40	38	18	25
9. Commerce	16	50	66	19	44	38	50	42	44
10. H. Ed.	5	6	11	20	50	36	60	16	36
11. Chemistry	17	8	25	18	0	18	41	75	52
12. Sociology	0	13	13	0	15	15	0	54	54
13. Biology	34	16	50	12	6	10	56	31	48

Table 4 should read as follows: ninety-two per cent of the female majors in mathematics, 67 per cent of the male majors and 82 per cent of all freshman majors in mathematics, included in the sample, indicated teaching as a first choice of vocation. The second-choice columns indicate that 67 per cent of the males who are majors in mathematics and 52 per cent of the females prefer teaching as a second choice.

It should be recalled that commerce majors comprised the largest group in the sample. However, commerce ranks ninth in terms of per cent of its majors expressing first preference for teaching as a vocation, but commerce would advance to seventh place in the list of teacher-producing departments, if all students were forced by circumstances to pursue their second choice of vocation. Similarly, chemistry ranks eleventh in the list of teacher-producing departments, if all students manage to pursue their first choice of vocation; but it ranks fourth when one assumes that all chemistry majors in the present freshman class may be forced to pursue their second choice of vocation.

Maryon Welch,<sup>4</sup> who ranked occupations on the basis of social prestige with which individuals tend to endow certain occupations, reported that "crystallized viewpoints exist toward occupations, and clear lines of demarcation are established with regard to occupational social status."<sup>5</sup> In the Welch study, it was reported that factors such as sex, experience, schooling, and passage of time had little effect on the esteem associated with various occupations. Attention is called to the fact that all vocational choices expressed by the students in the present study will fall in the upper third of Welch's list of occupations.

#### CERTAINTY OF FIRST CHOICES

How certain were these students about their chances for pursuing their first choice of vocation? An effort was made to answer this question by requesting students to indicate the degree of certainty in their first choices along the following scale: (1) they were practically certain that they would pursue their first choice of vocation, (2) something stood in the way, but they were reasonably certain that they

<sup>4</sup> "The Ranking of Occupations on the Basis of Social Status," *Occupations*, XXVII (January, 1949), 237-241.

<sup>5</sup> *Ibid.*, p. 239.

would pursue their first choice, (3) many things stood in the way, so their first choice was somewhat tentative, and (4) they were very uncertain about chances they had to pursue their first choice of vocation. The results of the certainty responses are summarized in Table 5.

TABLE 5  
CERTAINTY OF FIRST VOCATIONAL CHOICE OF FRESHMEN  
BY NUMBER AND PERCENT OF EACH SEX

Degree of Certainty	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Certain	32	25.2	55	25.4	87	25.4
Reasonably certain	47	37.0	70	32.4	117	34.0
Tentative	23	18.1	40	18.5	63	18.4
Uncertain	25	19.7	51	23.7	76	22.2
Total	127	100.0	216	100.0	343	100.0

The table shows that about 25 per cent of both males and females expressed great certainty about their chances to pursue their first choices of vocation while 37 and 32 per cent of males and females respectively felt reasonably certain about their chances. This means that approximately 60 per cent of the group were certain or reasonably certain about their first choices. It was of interest, however, to determine the general nature of blocks which, in the opinion of students, tended to limit their vocational outlooks and therefore to regulate the degree of certainty in their choices.

#### *Factors Regulating Degree of Certainty*

Contained in the inventory was a list of four difficulties which students frequently face in their efforts to pursue a vocation. Respondents were directed to check as many of these difficulties as they liked and to write in additional difficulties not given in the list. The following difficulties were given in the list.

- a. More certainty about financial support
- b. More encouragement from parents
- c. Better opportunities for preparation
- d. More help in discovering abilities

Write-in responses revealed the draft status of men students as an important factor in the certainty of vocational choices.

In the previous section, students were grouped according to the degree of certainty characterizing their first vocational choices. Separate consideration will now be given to the difficulties faced by the highly certain group, the reasonably certain group, and the uncertain group.

The responses of students who had previously expressed great certainty about their first vocational choices are summarized in Table 6. It can be seen from Table 6 that about 36 per cent of the total

TABLE 6  
BLOCKS TO PURSUIT OF FIRST VOCATIONAL CHOICE INDICATED  
BY HIGHLY CERTAIN GROUP, BY NUMBER OF STUDENTS AND  
PERCENT OF TOTAL RESPONSES EXPRESSING EACH  
DIFFICULTY, AND BY SEX

Blocks	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Finance	12	25.5	18	20.2	30	22.1
Parental Encouragement	2	4.3	5	5.7	7	5.1
Opportunities to Prepare	18	38.3	31	34.8	49	36.0
Knowledge of Aptitudes	15	31.9	35	39.3	50	36.8
Total Responses	47	100.0	89	100.0	136	100.0

responses of males and females, who had previously expressed a high degree of certainty about their first choices, expressed a need for better opportunities to prepare for their chosen vocations. Moreover, nearly 37 per cent of the total number of responses of highly certain males and females indicated a need for more help in discovering their abilities. More certainty about financial support was indicated as a need in 25 per cent of the responses of highly certain males and 20 per cent of the females. Only 5 per cent of the responses of the highly certain group indicated a need for more encouragement from parents. In view of the needs expressed by this group, it appears that the students tend either to overestimate the certainty in their vocational choices or to underestimate the effect of certain of their recognized needs on their chances to pursue their choice of vocations. This matter might well be a concern for department heads, teachers, and the college counselor.

Blocks to the pursuit of first vocational choice indicated by students who had previously expressed reasonable certainty are summarized in Table 7.

TABLE 7  
BLOCKS TO PURSUIT OF FIRST VOCATIONAL CHOICE RECOGNIZED  
BY REASONABLY CERTAIN FRESHMEN, BY NUMBER AND  
PERCENT OF TOTAL RESPONSES EXPRESSING  
EACH DIFFICULTY AND BY SEX

Blocks	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Finance	29	36.2	31	27.2	60	31.0
Parental Encouragement	4	5.0	6	5.3	10	5.0
Opportunities to Prepare	23	28.8	37	32.4	60	31.0
Knowledge of Aptitudes	24	30.0	40	35.1	64	33.0
Total Responses	80	100.0	114	100.0	194	100.0

The table shows that 31 per cent of all responses of this group indicated a need for more certainty about financial support. It appears that this group may be less certain about financial support than the group expressing definiteness about their first vocational choices. Parental encouragement stands out as a minor need of this group, as was true with the most certain group. Again, the need for better orientation opportunities and more help in discovering abilities stand out as important. It should be apparent that these students need help in planning to overcome blocks to their vocational choices, if they are to be at all realistic about these choices.

The responses of students who previously indicated that their first vocational choices were either tentative or very uncertain are summarized in Table 8.

TABLE 8  
BLOCKS TO PURSUIT OF FIRST VOCATIONAL CHOICE RECOGNIZED  
BY UNCERTAIN FRESHMEN, BY NUMBER AND PERCENT OF  
TOTAL RESPONSES EXPRESSING EACH DIFFICULTY  
AND BY SEX

Blocks	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Finance	24	31.6	39	26.5	63	28.2
Parental Encouragement	5	6.6	2	1.4	7	3.2
Opportunities to Prepare	18	23.7	38	25.8	56	25.1
Knowledge of Aptitudes	29	38.1	68	46.3	97	43.5
Total Responses	76	100.0	147	100.0	223	100.0



The table shows that parental encouragement, listed in only 3.2 per cent of the total number of responses, again is not considered a highly significant need by members of this group. However, the need for more help in discovering abilities accounted for about 44 per cent of all responses of this group. Sixty-three students or 28.2 per cent of all responses expressed greater need for financial certainty, while 56 students or 25 per cent of all responses expressed a need for better opportunities to prepare for chosen vocations.

Tables 6, 7, and 8, taken together, indicate that 211 students or 61.5 per cent of the freshman group expressed a need for more help in discovering their vocational abilities; 165 students or 48 per cent of the freshman group expressed a need for better opportunities to prepare for their chosen vocations; 153 students or 44.6 per cent of the class felt a need for more certainty about financial support needed for pursuit of their chosen vocation; and 24 students or 6.9 per cent of the class felt the need for more encouragement from their parents. These facts have obvious implications for the advisory process in the college. Aptitude tests are indicated for all freshmen: advice based on these tests and other information should be available to students in their major departments as well as in the counseling center. The teaching process generally may be assessed for vocational competencies emphasized in the process, and summer-work opportunities may be sought for students in greatest need of financial support.

#### SUMMARY

This study of the vocational choices of freshmen reveals that this group tends to make very specific choices of vocations. Moreover, the students seem very limited in their knowledge of vocations toward which they might direct their training in major academic areas. For example, vocations such as floriculture, veterinary medicine, baking, cement testing, air conditioning and other vocations requiring short periods of training beyond college were seldom mentioned by science majors. It appears that these students might profit by classroom consideration of the vocations toward which work in major academic areas lead.

The study reveals teaching as the most frequent preference of students in practically all departments, although education was selected by few students as an area of concentration. It is possible that this, again, is an indication of lack of understanding of the range of voca-

tional possibilities for the college-trained individual. Students may turn to teaching as a vocation simply because they know of no other vocation which brings immediate financial and social status following their college training.

The group of students studied seem uncertain about their chances to pursue their first vocational choices in spite of their expressed feelings of certainty. Their admitted need for help in discovering what they are able to do; their expressed need for better opportunities to prepare for their chosen vocations, which may include need for a sharper appraisal of existing opportunities; and their expressed need for more certainty about financial support are important factors regulating certainty of vocational choice. Students need a clear understanding of employment opportunities in a world of work in order to grapple with their vocational problems. The General Education program of a college can provide this understanding only if vocational orientation is seen by the institution as a common need for all citizens.



# The Use of IBM Machine Methods in the Registrar's Office at the University of Texas

W. B. SHIPP AND H. F. BRIGHT

FIFTEEN years ago, an article<sup>1</sup> by Max Fichtenbaum, now associate registrar of The University of Texas, described the system then in use for the application of tabulating machine methods to the work of the registrar's office. Since that time there have occurred a number of changes in the routine which may be of interest to others using this type of equipment or contemplating its installation.

Machine uses in the registrar's office of The University of Texas divide naturally into three categories: (1) registration; (2) grade processing; (3) statistical analyses, reports and the preparation of rosters for various administrative units and other organizations. Although there is some overlapping of these three processes, it is convenient to discuss each separately.

## REGISTRATION

### 1. *The preparation of master cards*

The first step, upon which the total procedure of machine processing of student data depends, is that of preparing a master card for each student who registers. The card used is a multi-purpose form shown in Figure 1. A student already enrolled in the University fills out, approximately a month before the opening of the semester, a form for obtaining his course-list card and registration time assignment by mail. This form is shown in Figure 2a.

A new student fills out an application for admission which contains the same information as that on the form shown in Figure 2a in addition to other data needed in processing his admission. In each case the master card is punched with the name, college or school, mode of admission (re-admission, transfer, or new student), and sex of the student. If he has previously registered since 1949, the card also is punched with his account number which is permanently assigned to

<sup>1</sup>Max Fichtenbaum, "Use of Hollerith Tabulating Machines in Preparing Registration Records," *Bulletin of the American Association of Collegiate Registrars*, XI (April, 1936), pp. 171-186.

[illegible]

### FIGURE 1

each individual by the registrar's office.

Before the master cards are mailed to the students they are used to run a posting list which is used on the transfer posting machine to make up a course-list card for each student. This is the official document upon which his faculty adviser lists the courses he is to take, and it is mailed with the master card and other materials to complete the task of readying the student for registration.

In every registration, particularly for the fall, a number of students appear who have neglected to file applications for registration. When such a student has complied with all other registration requirements, he fills out a data card similar to that shown in Figure 2a. A course-list card for the use of his faculty adviser is furnished him and he is given a time assignment sufficiently late in the registration so that a master card may be punched for him. This he picks up at the time of actual registration for classes.

## *2. Preparation of class cards*

At a convenient time several weeks prior to registration, a master class card is made up for each course and section listed in the final announcement of courses for the term at hand. The same card form shown in Figure 1 is used for this purpose. The first 41 columns are left blank. A department code number, departmental abbreviation, course number, lecture or laboratory section number and a three digit intradepartmental course sequence number for sorting purposes are punched in the appropriate columns. For all courses which have laboratory or other special fees, the fee is punched into the card and interpreted on it as an aid to the fee assessing clerks. These cards are sorted by course and department and lists are run and sent to departmental chairmen with a request that they enter on the list: (a) preliminary closing limits for any courses for which a control of size for section equalizing purposes is desired, and (b) either a final closing limit or an expected enrollment so that an appropriate number of class cards can be made up.

When these lists are returned cards are made up, in number corresponding to the limits given. If a list is not returned, the enrollment for the preceding term in which the course was given is used as a guide. The class card used is shown in Figure 3.

The necessary number of blank cards for each section is counted out on the counting sorter and each set is headed by the master class card. The class cards are then gang-punched, interpreted and placed

This form should be used ONLY by students who have previously attended or are now attending The University of Texas. IT MUST BE MAILED TO THE REGISTRAR NOT LATER THAN SEPTEMBER 1.

Check ☐ Mr. ☐ Miss ☐ Mrs.

SEE OTHER SIDE

1. Last Name ..... First Name ..... Middle (or Maiden) Name .....  
2. Are you a veteran of World War II? .....
3. CIRCLE below the division you wish to be registered in:  
Undergraduate Divisions:  
1. Arts and Sciences ..... 4. Engineering ..... 8. Pharmacy .....  
2. Business Administration ..... 5. Fine Arts ..... 9. Nursing Education .....  
3. Education ..... 7. Law .....  
6. Graduate School, OR
4. Were you enrolled in the circled division the last time you attended the University? ..... If not, in which of the divisions listed were you enrolled? ..... Semester or term ..... Year .....
5. Of what state (or country, if out of U. S.) are you classified as a legal resident for fee purposes? .....

PRINT PLAINLY YOUR NAME AND ADDRESS AS OF SEPTEMBER 5. (This is the probable date on which registration material will be mailed.)

Name .....  
Street .....  
City & State .....

ALSO ANSWER THE QUESTIONS  
ON THE OTHER SIDE

Form for Obtaining First Semester, Long Session, 1951-52, Course Card and Registration Time Assignment by Mail.

A-55-54

FIGURE 2a

**SEE OTHER SIDE**

A former student who has attended another college or university other than for summer school since last registering in The University of Texas must submit a transcript of his work in the other institution and obtain approval from the Registrar's Office for readmission (in the form of an evaluation of credit) before he is eligible to re-register. Failure to do this may involve the student in disciplinary action.

6. Have you attended another educational institution since you were last in attendance at The University of Texas? ..... Answer "Yes" or "No" .....

If yes, give .....  
School attended .....

.....  
Semester or term ..... Year .....

**THE UNIVERSITY OF TEXAS**  
Office of the Registrar  
AUSTIN

FIGURE 2b

[illegible]

### FIGURE 3

in trays with file header cards which are made up by running a list from the master class cards and printing the file header cards on the transfer-posting machine. If a preliminary closing limit has been set for a section the cards in excess of this number are rubber-banded and placed behind the others for the section. When this file is complete, it is ready to be used in the registration process.

### *3. Issuance of class cards at registration*

On the morning of the first day of registration (which ordinarily lasts three days) the trays of cards are taken to the gymnasium in which the actual sectionizing and registration are done, and are set out on tables arranged in the form of a large rectangle. Here representatives of the various departments take charge of the cards for which they are responsible—the cards having been previously divided up into groups small enough to be handled by one person. For large departments it is necessary at times to use two persons to handle the cards. Placards are set up on standards in front of each group of cards for the guidance of the students.

The procedure can perhaps best be described in terms of the activities of a student being registered. At a convenient time prior to his time assignment for registration, he sees his faculty adviser who discusses his academic position with him and writes on the course-list card the courses which the student is to take—without, however, making any attempt to designate sections—and puts his signature on the card.

The student then reports to the gymnasium at the appointed hour. At the gate he reports to a checker who makes certain that he has followed directions and has with him his master card, course-list card, and a pack of other forms which he has been asked to fill out for the use of the deans, the news service, the student union, etc. If the student has with him the necessary forms and has appeared at the correct time, he is admitted. It might be mentioned parenthetically here that it is never necessary to guard the other entrances to the gymnasium. Students are free to enter or leave at will by doors other than the official entrance. However, at each stage of the registration procedure a form carried by the student is stamped and a stamp from the last station is always required, the first one being that issued at the entrance. There is thus no point in trying to crash the gate. The procedures followed by the student after entrance to the gymnasium may be listed as follows:



a. The miscellaneous forms for the various agencies of the University are picked up from the student.

b. He signs a loyalty oath before a notary public, a procedure which is mandatory under the present state law.

c. He proceeds to the balcony which is used as an expansion point to control the flow of traffic on the main floor of the gymnasium.

d. The student then goes to a sectionizer who assigns him to sections for the courses listed by the faculty adviser. Sectionizers are kept informed of the status of the various sections through a bulletin board and messengers from the card division.

e. From the sectionizers the student goes to the card division where he is given a card for every lecture and laboratory section to which he has been assigned. This process is important, not only in getting the student properly signed up for his classes, but also in maintaining section controls. When the person who is in charge for a specified department runs out of cards for one of the classes for which he is responsible, he notifies a messenger who takes to the sectionizers the information that the section is closed. When the matter is handled in this way there is little assigning of students to sections which are already closed. Usually, if a preliminary limit has been put on the section, it is closed for this reason and the person issuing cards is able to make any necessary adjustments to take care of people who have been assigned to a section and are between the sectionizers and the card division when the section is closed.

f. The cards for each student are checked at a checking station to make certain that a card has been picked up for each section. The master card is placed before the class cards and the pack is rubber banded.

g. The student goes to the fee assessing section. Here the device of having special fees punched in and interpreted on the cards speeds up the process. The fee clerks enter the special fees interpreted on the cards on a form which has the fixed fees pre-printed on it.

h. The next step is the bursar's station where the actual fees are paid. Here the cards are taken up and the course-list card is turned in.

The step of paying fees completes the registration process and the student leaves the gymnasium having spent a comparatively short time there. The usual speed of registration for the long term semesters is 500 students per hour.



#### 4. *Processing the class cards*

At regular intervals during the day, the cards turned in at the fee-paying windows are picked up by messengers and carried to the machines section of the registrar's office. Here the material in the first 41 columns of the student's master name card—name, mode of entrance, etc.—is gang-punched into each of his class cards.

The next step is to separate the class cards from the master cards and run the class cards through the interpreter to print student name and college or school at the top of each card. The date of registration is also punched in the card and interpreted at the top. The department, course and section are already interpreted.

The next step is to sort the cards by department and course sequence number—a numerical sort on five columns—and forward them to the department chairmen. By working several hours overtime on the last day of registration it is quite easy to clear out all the cards so that on the first day of classes the registration cards are in the hands of the departments concerned. Furthermore, there are no cards made out for non-existent sections or for mis-numbered courses as is sometimes the case when registration cards are typed or otherwise handled by manual methods.

The point at which the routine practiced here is at variance with usage in some other offices is that of the disposition of the registration cards. They are not duplicated, are not returned at any time, and are used only as official registration notifications to the instructor.

No attempt is made to send out machine cards for adds, drops, and section changes. When registration closes, the cards remaining in the file are taken by the departmental representatives to the offices of the department chairmen. Here they are usually used to continue controls on class size through the period of adds, drops and section changes.

For late registration the student must obtain a machine card from each department for each course. When he pays his fees at the Bursar's office he turns in his master card and his class cards. They are processed in the registrar's office as usual and the class cards are forwarded to the departments.

Adds, drops and section changes can be effected with the approval of the department chairman concerned during the first four days of the semester. A drop, add or section change petition is completed on a duplicate form; one part is sent to the instructor, the other is sent to the dean of the college or school in which the student is enrolled.

After the change has been noted on the dean's records, the notice is sent to the registrar's office where the course-list card of the student is changed to conform with his change in registration. No attempt is made at this time to keep track in any way of registration changes except to make certain that one official record—the course-list card—is kept posted up to date. This is done by the recorders. As far as the machine section is concerned, registration is complete when the class cards have been processed and sent to the department offices.

#### GRADE PROCESSING

The second major procedure in which the machines section engages is that of processing student grades. This consists of the following steps.

##### 1. *Alphabetizing master cards and preparing address cards*

Soon after registration is over, the master cards are sorted alphabetically and alphabetic sequence numbers are punched into them. Auditor's numbers are entered using the bursar's record of numbers assigned to students. The cards are balanced on the auditor's numbers to make sure that all cards are accounted for and that the numbers are correctly punched.

Address cards are then punched for each student. The window envelope used in mailing grade reports has printed just above the window "To the Parent or Guardian of" so that it is necessary to prepare only street and city address cards, the student's name card serving to print the first line of the address.

##### 2. *Punching posting cards*

Using the same card form shown in Figure 1, a master posting card is punched for each lecture section of each course given. A descriptive title for the course is punched in columns not needed otherwise, in this case, columns 30-36 and 67-80. Using a list furnished by department heads which gives the number of students in each section after the period in which adding courses is permitted, a file of cards is prepared in the same way that the class card file was made up for registration. Then, soon after the middle-of-the-semester drops have been recorded, cards are pulled for each student by a crew of extra workers. The master card is matched with the course-list card—which has been kept up-to-date on adds, drops and section

changes by the recorders—and a posting card is pulled for each course listed on the course-list card for each student. The name of the student is then duplicated into each of the posting cards in exactly the same way as it was done for the class cards during registration. Ten workers can ordinarily pull approximately 90,000 cards in about a week. From this time on the cards are kept corrected for drops, a relatively easy job at this stage in the semester.

It may be useful to emphasize the reasons for not duplicating the class cards originally used in registration and using them later for grade processing. In The University of Texas, no fee is charged and no penalty of any sort is assessed for dropping courses, adding courses, or changing sections during the first four days of the semester. Perhaps partly as a result of this fact, as many as 30,000 changes in registration of one sort or another have occurred during a semester. Correcting the original class cards to conform with such a large number of changes is a tedious and exacting task. This procedure was tried for one semester. The use of an entirely different set of cards was then adopted and proved to be much more satisfactory.

### 3. *Check lists to instructors*

The posting cards are sorted by department, course and section and a list of students enrolled in each section is prepared. Each instructor is sent lists for his sections and is asked to make corrections, if any, and return the lists. This is done about a month before the end of the semester. When the lists come back, necessary corrections in the cards are made and the class lists are run and sent to the department heads for distribution to instructors one day before the beginning of the examination period. The cards are kept in the same order as they were in when the lists were run.

The instructors enter grades on the class lists, sign them and return them to the registrar's office. The grades are written on the cards corresponding to each class list, and the cards are manually grouped by grades and machine sorted by hours of credit. Then the grades and grade points are ganged into the cards.

### 4. *Grade reports*

Although it seldom happens that all the grade reports are in on time, a cutting-off date is set at which time the running of grade reports is begun. For those courses for which grades have not been

turned in, a special symbol is used to indicate that the grade has not been received. The grade report form is made up to conform exactly with the spacing used on the permanent record cards so that a grade report can be placed on a permanent record and the complete record photostated in order to supply transcripts as quickly as possible during the rush season.

Five copies of the grade report are run at once on the tabulator by means of continuous forms with carbons. Since the address must be on the report form so that it can be used in a window envelope, it is necessary to use the address cards previously prepared. A header card is also used to indicate the semester, the date, and the college or school in which the student is registered.

One copy of the grade report goes to the parents, one to the student, one to the recorders, one to the dean of the college or school in which the student is registered, and one to the dean of student life.

Soon after the reports are run, a list of students is prepared on the tabulator so that the recorders can pull permanent record cards for posting. The permanent records are then posted on the tabulator by using the cards exactly as they were used on the grade reports except that the address cards are sorted out. For several years the transfer posting machine was used as a means of posting the records. This has the advantage of not tying up the tabulator for nearly so long, but it has the defect of turning out work which is not so clear as that done on the tabulator. Where transcripts are made by photographic methods as they are at The University of Texas, it is important to have the original records as legible as possible. For this reason the transfer posting was discontinued for this particular operation.

In the posting process totals of hours attempted, of hours passed, and of grade points are posted for each semester. This is convenient in checking records for honors, graduation requirements, etc.

With the posting of the permanent record cards the grade processing is complete. The machine cards are then ready to be used in making up reports of grade distribution, hours passed and failed, and any others which may be required.

#### ROSTERS, STATISTICAL ANALYSES AND REPORTS

##### 1. *Rosters*

The Library, the Bursar's Office and the offices of the various deans need lists of students. These lists are run on the tabulator from the

master cards. The cards are sorted by college or school, by sex or by veteran or non-veteran status, in order to provide lists required for different purposes.

## 2. *Preliminary report*

Soon after the beginning of each term, a report is prepared for the President's Office giving a breakdown of enrollment by semester hours registered for, rank of courses and department.

## 3. *Monthly reports*

Reports prepared monthly for the use of administrative offices give breakdowns by college or school, by mode of admission (high school, transfer and readmission), and by sex. These reports also provide counts of active registration, cumulative registration, withdrawals, and reinstatements.

## 4. *Grade distributions*

The cards used earlier for posting grades are sorted by college or school, by department and by rank of course in order to tabulate grade distributions and grade point averages for all departments and courses. These distributions are published in the annual *Report of the Registrar*.

## 5. *Fraternity and sorority reports*

From the records of the Dean of Men and the Dean of Women, fraternity or sorority membership status is coded and punched into the master cards. It is then possible to produce reports on grade point averages for these organizations.

## 6. *Ranking of classes*

Such rankings as that required by Selective Service authorities are produced by sorting in order a set of summary cards one of which is made up for each student for each semester. The summary cards contain total hours attempted, passed, and failed, and grade points earned. Where, for example, only full-time male students are to be ranked, the cards needed are separated from the others by sorting on sex classification and on hours of work completed for each semester.

One project is concerned with freshman cards only. Into duplicates of the master cards, scores on the freshman tests are punched. These

cards are then used for calculation of centiles and preparation of special reports.

#### *7. Reports from statistical cards*

The card shown in Figure 1 is used for statistical purposes also. During the registration process each student fills out a form giving such information as his home county, the school from which he was admitted, and his religious affiliation. These data are coded and punched into statistical cards to produce a variety of reports including some parts of the annual report to the State Board of Education. This report requires, among other things, the geographical distribution of the places of residence of the students.

#### *8. Grade reports to high schools*

During the second semester of each long session, first semester grade reports are run for all freshmen and are sent to their respective high schools. This is accomplished through transferring the high school code number from the statistical card to the grade report cards for each student so that all the cards can be sorted by high school.

Special reports and rosters are needed at various times for special purposes. In all cases so far encountered, the data in the cards now used have been sufficient to produce any required reports. It is believed that, generally speaking, the procedures described above make available a considerable amount of data at a relatively low cost.

#### EQUIPMENT USED

The amount of equipment needed to handle the procedures described may be of interest. Even when the enrollment of The University of Texas approached 20,000 during the recent heavy enrollment years, the following equipment was sufficient to handle the work:

- 1 Type 405 Tabulator
- 2 Sorters
- 1 Automatic Reproducing Punch
- 1 Interpreter
- 2 Key Punches

A collator is available from another machine installation at the University.



## Student Self-Estimates as Guidance in Selecting Courses

MAURICE F. FREEHILL

SELECTING courses is one of the significant problems for the undergraduate, and assistance in scheduling is a significant counseling function. Such assistance is necessary not only to student survival but to the use and satisfaction of student capacities and purposes. Increasing complexity in college programs and increasing vocational specialization as well as increasing ranges of ability in college students make scheduling a task of large proportions.

A recent survey reports that the one function common to all faculty advisers is to provide "assistance in the selection of courses."<sup>1</sup> It may be inferred that requirements and estimates of success are the two major considerations underlying the suggestions made. Many of these suggestions are, undoubtedly, directed toward discouragement counseling. First attention is ordinarily given to directing students away from areas where tested abilities predicate failure. Less effort is spent in directing students toward areas that will demand their utmost capacities and challenge their fullest interest. Despite this tendency, mortality rates run high—sometimes up to 60 per cent.<sup>2</sup>

Adequate assistance in scheduling is difficult because there is limited information on what factors are basic in prognosis of survival and success. Advisers continuously seek answers to such questions as:

1. What is the minimum intellectual ability necessary for success in Biology 56 or English 265?
2. Does superior intelligence predicate success in Chemistry 105 or Psychology 204?
3. Does the student know himself?
4. Do the student's academic expectations square with past and present achievements?
5. Do the student's vocational expectations fit his academic performance, his ability and his background?

<sup>1</sup>Miller, Carroll L., "Developments in Counseling by Faculty Advisers," *Educational and Psychological Measurement*, August, 1950, p. 453.

<sup>2</sup>MacRae, James Bonner, "Responsibility of the College for the Welfare of the Student," *Current Issues in Higher Education*, 1950, p. 51.



6. Can success be predicted from a student's declared interests or from the hours he intends to study?

In Western Washington College of Education these questions are as pervasive and as elusive as elsewhere. Therefore, some small answers have been sought in two related studies.

#### PREDICTION FROM ABILITY MEASURES

The first of these studies has been reported previously.<sup>3</sup> It is concerned with the use of ACE *Psychological Examination* scores as predictors of academic success.

During the nine years sampled in that study there was a reduction in the prediction efficiency of the instrument. The greatest reductions occurred in science courses but few correlations of test scores with grade points in any area or for any course were above the order of .60. While the gross and sub-scores had a significant and useful relation to success, they were low enough to make it desirable to find other predictors for conjunctive use.

This study further revealed a need for highly informed advisers. There was need for information that is specific and exact to the instrument and to the institution. The study found, for example, that a low "Q" or quantitative score, predicted failure or near failure in Chemistry 121 but not in Mathematics 101. On the other hand, a high "Q" score predicted success in Mathematics 101 but not in Chemistry 121. To be useful in scheduling, an adviser must be intimately acquainted with the specifics of the measuring device as well as with the college program.

#### PREDICTION FROM FACTORS OTHER THAN ABILITY

The first study left open the whole question of how much confidence an adviser may place in a student's estimate of himself and his probable success. Every adviser is influenced by the student's estimate of how he stands among his fellows and whether or not he intends to surpass his previous record. Insofar as such estimates and declarations of interest are reliable predictors, advisers are anxious to be guided by them.

The population used in the second study consisted of 100 men stu-

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<sup>3</sup> Freehill, Maurice F., "The Function of Aptitude Scores in the Western Washington College of Education Program," *Northwest College Personnel Association, Quarterly Newsletter*, November, 1950, pp. 64-75.

dents and 100 women students selected at random from the entering freshman class of 1950. These students were asked to estimate their general and specific standings in the entering group, their probable college grade-point by course areas and in general, and the time they would spend in study. They were further asked to describe their father's occupation and their own vocational hopes. All entering students answered these questions as part of routine entrance testing. This latter included the *ACE Psychological Examination*, the *Co-operative English Tests (Test A, Mechanics of Expression, Test B2, Effectiveness of Expression)*, the *Nelson-Denny Reading Test* and the *Kuder Preference Record*.

## THE DATA

*Status Recognition*

A first general question is, "How well does the student know where he stands?" or "How nearly does he estimate his present status

TABLE I  
CORRELATION OF ESTIMATES AND TESTED CAPACITIES—WOMEN

	A	B	C	D	E	F	G	H	I	J	K	L
A	1.00	.66	.63	.57	.60	.46	.15	.29	.43	.45	.48	.46
B		1.00	.34	.34	.36	.56	.14	.41	.30	.35	.30	.28
C			1.00	.71	.65	.26	.16	.25	.39	.47	.50	.43
D				1.00	.61	.27	.14	.32	.42	.55	.54	.35
E					1.00	.22	.05	.21	.48	.46	.52	.52
F						1.00	.03	.46	.18	.25	.25	.18
G							1.00	.09	.16	.12	.25	.10
H								1.00	.55	.51	.52	.48
I									1.00	.70	.83	.83
J										1.00	.70	.61
K											1.00	.76
L												1.00

## KEY

- A. Student's estimate of all his college grades.
- B. Estimate of grades in science.
- C. Estimate of grades in linguistic subjects.
- D. Estimate of standing in relation to other college freshmen in English Composition.
- E. Estimate of standing in relation to other freshmen in reading.
- F. Estimate of standing in relation to other freshmen in mathematics.
- G. Estimate of hours to be spent on homework.
- H. Q score.
- I. L score.
- J. English Mechanics score.
- K. English Effectiveness score.
- L. Nelson-Denny score.
- Significant

in the group?" A partial answer is to be found in the correlations reported in Tables I and II.

The one hundred women were more consistent in self-estimates than were the men. For example, they were consistent in recognizing a differential in scientific and linguistic aptitude. Their projected estimate of grade point in linguistic courses correlates in the order of .39

TABLE II  
CORRELATION OF ESTIMATES AND TESTED CAPACITY—MEN

	A	B	C	D	E	F	G	H	I	J	K	L
A	1.00	.51	.67	.48	.35	.41	.01	.29	.34	.43	.24	.33
B		1.00	.33	.28	.08	.48	-.00	.24	.24	.25	.13	.20
C			1.00	.67	.45	.32	.03	.28	.47	.56	.43	.48
D				1.00	.36	.33	.01	.18	.30	.41	.24	.24
E					1.00	.08	.00	.15	.51	.43	.33	.51
F						1.00	-.04	.44	.13	.17	.27	.02
G							1.00	-.03	-.15	-.15	.01	-.07
H								1.00	.47	.48	.55	.38
I									1.00	.80	.74	.83
J										1.00	.61	.77
K											1.00	.63
L												1.00

KEY

- A. Student's estimate of all his college grades.
- B. Estimate of grades in science.
- C. Estimate of grades in linguistic subjects.
- D. Estimate of standing in relation to other college freshmen in English composition.
- E. Estimate of standing in relation to other freshmen in reading.
- F. Estimate of standing in relation to other freshmen in mathematics.
- G. Estimate of hours to be spent on homework.
- H. Q score.
- I. L score.
- J. English Mechanics score.
- K. English Effectiveness score.
- L. Nelson-Denny score.
- Significant

with the "L" (linguistic) A.C.E. score but only in the order of .25 with the "Q" (quantitative) score; whereas, estimates of science G.P.A. agree in the order of .41 with "Q" and only .30 with "L" scores.

Women further seem to recognize that verbal capacity is most essential to college success. Their estimate of total grade point correlates at the level of .43 with "L" scores and at only .29 with "Q." This

relation obtains in college practice where the relation with "L" varies from .33 to .59 and with "Q" from .27 to .49.<sup>4</sup>

Women also seem to recognize that English and reading competencies are more closely related to success than is linguistic aptitude. Their success estimates correlate with achievement variously from the order of .39 to .50.

Despite these understandings student estimates of present status more nearly approximate tested competency than do estimates of grades to be earned. Estimates of present status in reading correlate in the order of .52 with tested reading competency, and in the order of .46 with tested English mechanics; whereas, estimates of standing in composition are related in the orders of .35 and .55 with tested reading and composition. There is a .46 level of correlation between estimates of arithmetical level and the "Q" score but only .18 to .25 with language tests. Students obviously differentiate between their achievements and do not just group their estimates at one level. Their status estimates are related to content and are closer to true ability than are their estimates of grade points. Here is evidence that women students know their capacity but also here is evidence that "hope springs eternal."

Men's estimates of their standing and their probable success are not as closely related to their test achievement as are those of women. They estimate grades that are less closely related to language achievement and especially to reading achievement. The same general pattern as that for women obtains. The major difference is that men apparently estimate scientific aptitude as more significant in the achievement of college grades in science. Men tend to see science aptitude and achievement rather clearly differentiated from linguistic ability and accomplishment. This interpretation is an error for the particular college.<sup>5</sup>

### *Intent to Study*

A second kind of student estimate is influential in adviser judgment. Most of us respond positively to student declarations of intent to study. For women, there is a positive but scarcely significant relation between estimates of status, estimates of probable success, tested competencies and estimates of time to be spent in study. For men,

<sup>4</sup> *Ibid.*, p. 67.

<sup>5</sup> *Ibid.*, p. 67 and following.

these relationships are less and are, in fact, negative with four out of five tested competencies. Perhaps, in this, men are more realistic for they show no relation between grade estimates and work estimates. At the same time they show negative relationships between tested ability and work estimates. It is probable that more extensive investigation would reveal that they, more than women, are aware of minimum requirements and are more direct with themselves in admitting that they will extend only such effort as is required.

Of course, the final test of whether advisers might act on declared intention to work is the identity between earned grades and such intention. This was computed and no relation was found with correlations of .02 for women and .08 for men. It seems unwise to be influenced by student estimates of the time to be spent in study.

### *Vocational Interest*

The third major issue is whether grade expectation is related to the vocational aspiration level of the student or to the occupational level of the parents. Both occupational categories were classified in the U.S. Census grouping and their affinity computed as reported in Table III. For women no significant relation was found. Among men both earned and expected grades are positively associated with vocational aspiration and negatively associated with the parental occupational

TABLE III  
CORRELATION OF OTHER FACTORS AND VOCATIONAL PLANS

	A	B	C	D	E	F
<i>Women</i>						
A	1.00	.01	.17	.15	.19	.02
B		1.00	-.01	-.17	-.08	-.17
C			1.00	.33	.10	.20
<i>Men</i>						
A	1.00	.17	-.04	-.02	-.004	.09
B		1.00	-.10	-.15	-.14	-.01
C			1.00	.45	.33	.30

### KEY

- A. Occupational Expectation of Student
- B. Occupation of Student's Parent or Guardian
- C. Total Grade Point Average Earned
- D. Total Grade Point Average Expected
- E. Science Grade Point Average Expected
- F. Linguistic Grade Point Average Expected

level. Though these correlations do not reach the level of significance their consistency and their opposition to the relation in the female sample warrants further search for a relationship.

#### *Estimates Related to Earned Grades*

A fourth question, and a most vital one, is whether there is, or is not, a similarity between expected and earned grades. To investigate this issue, first quarter grades were compiled and computed. The relationships are reported in Table IV. For women the agreement between expected and earned grades ranges from .30 to .45. Estimates

TABLE IV  
CORRELATION BETWEEN EARNED AND EXPECTED GRADES

	A	B	C	D
<i>Women</i>				
A	1.00	.45	.33	.30
B		1.00	.66	.63
C			1.00	.35
				1.00
<i>Men</i>				
A	1.00	.33	.10	.20
B		1.00	.39	.57
C			1.00	.18
D				1.00

#### KEY

- A. Total Grade Point Average Earned
- B. Total Grade Point Average Expected
- C. Science Grade Point Average Expected
- D. Linguistic Grade Point Average Expected

of probable grades in science correlate in the order of .33 with total earned G.P.A., estimates of grades in linguistic courses, .30, and estimates of total grades correlate in the order of .45. These compare favorably with the levels of .27, .33 and .35 found between earned grades and "Q," "L" and "Gross" A.C.E. scores for the years 1946 through 1948.<sup>6</sup>

For men, the only estimate that reached a significant level was for the over-all or total grade points. The computed coefficient is .33. Science estimates and linguistic estimates agree at the level of .10 and .20 respectively with earned grades.

<sup>6</sup> *Ibid.*, p. 67-8.

Not all students took courses classified as scientific during their first quarter. Therefore the individual correlations of Table V were computed. For groups of 71 and 70 women respectively, linguistic grades and scientific grades correlated in the order of .51 and .83 with the total G.P.A. Estimates of linguistic grades correlated in the order of .24 with earned grades and estimates of science grades correlated in the order of .34 with true science achievement.

TABLE V  
CORRELATION OF EARNED AND EXPECTED GRADES BY AREA

	Total G.P.A.	Expected G.P.A.
<i>Women</i>		
Linguistic G.P.A.	.51 ± .08	.24 ± .11
Science G.P.A.	.83 ± .04	.34 ± .10
<i>Men</i>		
Linguistic G.P.A.	.62 ± .07	.44 ± .09
Science G.P.A.	.86 ± .03	.02 ± .12

For 74 men, the linguistic grades agreed with the total grades in the order of .62 and science grades, for 66 men, agreed in the order of .86. Estimated grades in science correlated in the order of .02 with earned science grades while the estimated and actual grades in linguistic subjects are associated in the order of .44.

### *Multiple Correlations*

Since grade estimates are positively and significantly related to tested competence there is reason to investigate what, if anything, they add to prediction of success. If estimates of probable success are somewhat predictive and test scores are also predictive, their effect in conjunction is greater than that of either singly. However, if they are closely related, this increase will be small. Table VI was developed to determine the maximum prediction possible from a part score on the psychological test in conjunction with a student's self-estimate.

It is obvious that, for women, achievement measures of language provide better prediction than does the aptitude measure or "L" score. However, since estimates are also more closely related to achievement measures than to aptitude scores, Table V shows a maximum gain from use of self-estimates of academic success. These gains range



TABLE VI  
MULTIPLE CORRELATIONS BETWEEN EARNED GRADES  
AND PREDICTORS

Women		Men	
Science G.P.A.		Science G.P.A.	
and "Q"	.30	and "Q"	.30
and "Estimate"	.34	and "Estimate"	.02
and "Q" with "Est."	.38	and "Q" with "Est."	.30
Linguistic G.P.A.		Linguistic G.P.A.	
and "L"	.52	and "L"	.52
and "Estimate"	.24	and "Estimate"	.47
and "L" with "Est."	.52	and "L" with "Est."	.57

from nothing to .08 and account for up to 6 per cent in increased efficiencies.

#### CONCLUSION

This study was undertaken to supplement a previous one which had established the predictability of grades from the various scores on the A.C.E. Psychological Test. It was an effort to discover further information that might be useful to faculty advisers who have a responsibility for assisting students in selection of courses. It explored the question of what might be gleaned from student statements of their own competence, of their plans for study and of their probable success.

An adviser at Western Washington, and perhaps elsewhere, may conclude that students make more accurate estimates of present status than of their probable success. Women, more than men, make estimates that are reasonably consistent with and predictive of measured ability and achievement. Women are more adequate in self-estimate and more cognizant of the significance of language skills in college success. The adviser may not assume any sizeable relation between probable academic success and level of vocational aspiration or parental occupational group. More definitely, he must discount avowal of intent to spend long hours in study as predictive of college grades.

An adviser may fairly assume that student estimates of own-status add something to the test record that has been reported. Accuracy of prediction, and thereby the intelligence of course selection, can be increased through considering student estimates of success. These estimates will be most significant in science courses (where there is great need in the program at Western Washington) and will be more sig-

nificant for women than for men. Because the reliability of such estimate is likely to fall below that for test data, the latter should be given first consideration. However, the relationship of self-estimates is high enough to warrant their use in conjunction with test data to predict academic success.

In seeking student self-appraisal it seems well to ask "Where do you estimate that you stand among entering freshmen?" before asking "How well do you expect to succeed?" Answers to these questions are something more than conversation pieces.

# Governing Boards and Their Functions in Institutions of Higher Education

ROBERT F. MENKE

A HISTORICAL study of the growth and development, as well as the authority and responsibility of governing boards of institutions of higher education, indicates that there is a need for clarification of some of the principles involved in the organizational and operational patterns of these institutions. Because of the expansion of higher education and its resultant problems, membership of governing boards has expressed a need for some firm and sound foundation upon which immediate decisions, as well as long range plans, can be based.

The ideas of men in the service of higher education and those thoughts expressed in written form on this subject have been collected and correlated into principles of action. They were developed for the specific purpose of furnishing governing board members with a better understanding of the responsibility created by the position they hold on the board. These principles may also be found useful to administrators in rounding out an educational in-service program for governing board members.

*PRINCIPLE I. The governing board of an institution of higher education has as its fundamental function the adoption and declaration of the basic purposes of the institution.*

Investigation has indicated that in many cases the general, over-all purpose is established at the founding of an institution. Through grants, charters, articles of incorporation, and legislative acts the institution operates, but the framework and the basic purposes of the institution within that framework, will be adopted and declared by that group of individuals who are legally responsible for the control of the institution—the governing board. These basic purposes, aims, or objectives should be so defined that the institution knows where it is going. Without these goals, direction cannot be given to any institution. Evaluation of the progress of the institution can also be carried on in terms of these basic purposes. As social, economic and scientific changes occur, the governing board has the responsibility of re-

examining the purposes of the institution in the light of these changes and adjusting them accordingly.

PRINCIPLE II. *The governing board of an institution of higher education has, within the framework of prescribed law, the authority and responsibility for making all final decisions affecting its particular institution.*

The authority and responsibility that is delegated to the governing board is indeed great and extreme care must be taken that it is used wisely. Delegation of authority and responsibility to the administrative organization must be done carefully, and constantly evaluated in terms of the established purposes. Too often a case has occurred where the governing board has run headlong into a usurpation of authority by outside sources. In most instances this not only causes disruption and distrust, but also creates an atmosphere in which governing board members fear to act and thus fail to carry out any type of vigorous educational program. The success or failure of an institution in the long run will be determined, in large measure, by the caliber of the individual board members co-operatively working together with seriousness of purpose toward the successful realization of the goals they hope to achieve.

PRINCIPLE III. *The function of the governing board of an institution of higher education is legislative rather than administrative.*

On all levels of administration and in all areas of administration, this principle is recognized as essential in the attainment of excellence. In the particular case of higher education, the governing board's function is the adoption of policy. The administration of that policy is delegated to the chief executive of the institution who has been selected by the board specifically to administer its policies. The chief executive is then responsible for interpreting and carrying out board policy. It should be noted that this principle recognizes that the advisory and legal functions of the board in all matters—the ultimate authority and responsibility, as indicated in Principle II,—are vested in the board.

PRINCIPLE IV. *The length and overlapping of the governing board membership must be sufficient to provide continuity as well as guarantee thorough acquaintanceship with the duties and responsibilities of that membership.*

If any real accomplishments are to be achieved, the membership of the governing board must be guaranteed adequate security provisions and sufficient time so that freedom of action as well as long range planning can take place. Although there are no definite rules as to the best possible way to attain this principle, it has been suggested that there should never be less than three members and that seven, nine, eleven, thirteen, fifteen and seventeen are more desirable. Too many members make a board unwieldy, while too few make it subject to individual control. Some experts indicate that there should be generous overlapping of appointments and that at any one time two-thirds of the board should be composed of members who have been on the board at least three years. Staggered terms, with one member appointed or reappointed each year, have been suggested as one method of accomplishing this. Appointment should be for at least six years and never less than three. Most authorities agree that it takes several years before a new board member understands the intricacies involved in becoming a good board member. Naturally, this principle assumes that the men and women appointed to these responsible positions will be of the highest caliber.

*PRINCIPLE V. The membership of the governing board of an institution of higher education should be drawn from the several vocations.*

Studies conducted in the past indicate that many institutions are controlled by governing board members composed entirely of one or sometimes two vocations. For example, Sinclair Lewis in his monograph entitled, "The Goose Step," pointed out that big business controlled the boards of higher education. Regardless of whether Lewis' assumption was right or wrong, it did stimulate some study and changes in and by governing boards. This principle is based on the fact that by drawing the membership from the several vocations, more adequate representation will be possible. There is, at the present time, some agitation for what is known as functional representation. Functional representation means that those who have an interest in an institution should be represented on the board. One author would include labor, students, alumni and faculty on the governing board. Although this idea has failed to gain a great deal of popularity, there are some institutions which are operating under boards which have expanded to include some of these representatives. For example, both Antioch and Roosevelt Colleges include faculty members on their

boards. The principle, in the main, however, points out that more adequate representation is essential if the institution is to reflect the society in which it operates. History has shown that failure to do so has caused institutions to disintegrate.

PRINCIPLE VI. *The governing board of an institution of higher education should have only one institutional official directly responsible to it.*

In the past two types of administrative organizations were to be found in the various higher institutions. One, the multiple type, where two or more officials reported directly and independently of one another to the board, has gradually lost favor. Unless there is an extremely fine personal adjustment between the institutional officials reporting to the board, the system in the long run will cause much dissension and will eventually break down. The unit type makes only one institutional official, the chief executive, directly responsible for reporting to the board. The board has the power to select the chief executive and thus should have confidence in that executive to carry out its adopted policy. Governing boards must recognize that efficient administration is, in part, the result of a unity of command.

Six principles relating to the governing boards of higher institutions and their functions have been enumerated. They were formulated as principles of action for the use of governing boards and administrators who wish to improve the organization and administration of the many institutions of higher education in the United States. The success of the principles will be dependent on the vigor of their application.

## Instructor Rating at a Large State University

DEWEY B. STUIT AND ROBERT L. EBEL

THE EVALUATION of teaching on the college level has received increasing attention in recent years. Faculty members, administrators and the students themselves have become increasingly interested in and concerned about the quality of teaching in college. The general education movement has also served to point up the need for better training and evaluation of the performance of college teachers. A significant number of institutions have, therefore, instituted formal or informal instructor rating systems. The programs in operation at Brooklyn College, Purdue University, University of Washington and the University of Michigan are among those which have received attention in the literature of higher education.

At the State University of Iowa individual instructors had been using rating scales and "free response techniques" in the evaluation of their own teaching for a good many years. In the spring of 1948 an extensive questionnaire was prepared to solicit student reactions to the program of general education in the College of Liberal Arts. A second questionnaire was circulated to a representative group of students in 1950. While these questionnaires did not seek to arrive at a rating of specific instructors, the project as a whole did recognize the contributions which rating methods can make to the study of an educational program.<sup>1</sup>

Partly as a result of developments on the local campus and partly as a result of country-wide interest in the evaluation of instruction, discussions were started during the academic year 1949-50 by students and faculty members looking toward the inauguration of an instructor rating program in the College of Liberal Arts. The Student Council appointed a subcommittee<sup>2</sup> to study the problem and at the same time

<sup>1</sup> See Stuit, D. B., "General Education at the State University of Iowa" in Stickler, W. Hugh (Editor), *Organization and Administration of General Education*, Dubuque, Iowa: Wm. C. Brown & Co., 1951, pp. 121-143.

<sup>2</sup> Members of the committee were Mary Qualley, Larry Walker and Burton Faldet, chairman. Professor Norman C. Meier, Department of Psychology, served as the faculty adviser to the subcommittee in the preparation of the questionnaires and in the analysis of the results.



TABLE I  
RESULTS OF STUDENT OPINIONNAIRE STUDY SHOWING REACTIONS  
OF STUDENTS TO A PROPOSED FACULTY RATING SYSTEM  
(Results Expressed in Percentages)  
N = 1230

1. Would you feel yourself competent to rate an instructor on the following factors:

	YES	NO
a) knowledge of his subject	56.5	42.5
b) clarity in explaining points	95.0	4.3
c) interest in class progress	80.5	18.7
d) friendliness and co-operativeness	93.5	5.5
e) enthusiasm for his subject	88.2	11.5
f) fairness in examinations	68.0	30.8

2. How long would you have to be in a course in order to rate the instructor on the above traits?

CHECK ONE

a) one month	21.0
b) two months	39.0
c) three months	24.0
d) over three months	17.0

3. Assuming that ratings would be made anonymously, would any of the following factors seriously influence your judgment?

	YES	NO
a) personal like or dislike for the instructor	32.0	65.5
b) standing in the course	19.8	77.0
c) liking for or dislike of the subject	46.3	51.8

4. If instructor ratings are made by students, do you believe the results should go to:

a) the dean for use in evaluating instructors' work	2.3
b) the instructor for his use in improving his instruction	35.5
c) both	61.5

5. Judging from what you know about the attitude of your friends, would you expect them

a) to take the matter of rating seriously	48.5
b) not very seriously, but interested in it	47.5
c) not to be much interested	4.0
d) opposed to the idea	0.1

6. Do you think there are positive benefits to be gained from ratings?

Yes	91.3	No	7.3
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*Note.* The Opinionnaire was administered in selected, large classes believed to have enrollments representative of the College of Liberal Arts as a whole. Replies were received from 1213 students as follows: Freshmen, 459; Sophomores, 276; Juniors, 253; Seniors, 225. Total enrollment in the College was approximately 5000.

discussions were instituted in the meetings of the Executive and Educational Policy Committees of the College and in the meetings of the departmental executive officers. In an effort to determine the degree of student interest and willingness to participate in an instructor rating project, the Student Council distributed a questionnaire in which the students could express their opinions. In addition, a questionnaire was distributed to slightly over 300 faculty members, seeking answers to three specific questions and inviting comments. A limited survey was also made of faculty rating plans in other institutions.

In the spring of 1950 the chairman of the subcommittee of the Student Council reported that, on the basis of questionnaire results, it appeared the students would enthusiastically support a program of evaluation of teaching. The results of the questionnaire, expressed in percentages, are presented in Table I. It is of particular interest to note that while endorsing the project and indicating a faith in the positive results to be achieved, the students recognized their own limitations in certain areas (notably in evaluating "knowledge of his subject"), stated quite positively that class standings would not influence their judgment of an instructor and that the dean of the College should not have the results exclusively for evaluating the work of an instructor.

TABLE II  
RESULTS OF FACULTY OPINIONNAIRE STUDY SHOWING REACTIONS  
OF FACULTY MEMBERS TO A PROPOSED  
FACULTY RATING SYSTEM  
(Results Expressed in Percentages)  
N = 150

1. Are you generally in favor of receiving a systematic evaluation by students of your instruction?	87.0% Yes	13.0% No
2. Would you be willing to co-operate in the administration of a standardized rating sheet prepared by competent University personnel?	85.5% Yes	12.9% No
3. After such rating sheets had been completed by students, would you favor that the results be made available to:		
a) Dean of College only	00.0	
b) Head of Department only	3.9	
c) Instructor only	36.4	
d) All three	48.1	

There was a fourth question which invited any comments which faculty members wished to make about the general question of faculty rating by students. On the whole the comments were favorable but would be too lengthy to present here.

Note. Because of the failure of respondents to answer all questions, the percentages for any one question in Tables I and II do not add up to 100 percent.

FIGURE I

STATE UNIVERSITY OF IOWA  
COLLEGE OF LIBERAL ARTS

## SURVEY OF STUDENT OPINION OF TEACHING

Name of Instructor \_\_\_\_\_ Rank \_\_\_\_\_ Your Major \_\_\_\_\_  
 Dept. \_\_\_\_\_ Course \_\_\_\_\_ Your Classification \_\_\_\_\_

In order to indicate your rating of the above named instructor, first write down for your own use the names of five instructors you have had, choosing one who is distinctly superior, one who is somewhat above average, one who is of about average ability, one who is somewhat below the average, and one who is poor. Write these names in the order of their effectiveness as teachers from (1) best to (5) poorest. The names need not be submitted with this report. If you are a freshman you may have to include the names of one or more high school instructors. Wherever possible, however, use the names of State University of Iowa instructors, or, in the case of transfer students, other college instructors you have known.

Then read the descriptions of the qualities listed below. In what position would the instructor you are rating be placed among the five in the quality indicated? He can be assigned a number from (1) best to (5) poorest for each of the listed qualities. Blacken the space under the number that indicates his position in your list.

Do this for each of the qualities, making each answer a separate judgment. Only in very rare cases will the marked number be the same for all qualities.

		High						Low	
1. Knowledge of his subject	1		2		3		4		5
2. Skill in presenting subject	2								
3. Interest and enthusiasm in subject	3								
4. Tolerance and emotional balance	4								
5. Helpfulness to students	5								
6. Sense of humor	6								
7. Freedom from annoying mannerisms	7								

In comparison with other courses you have had, how would you rate (using the system described above and substituting "course" for "instructor") this course with respect to:

	High					Low					
8. Quality of the examinations	8		1		2		3		4		5
9. Value of course to you	9		1		2		3		4		5
10. Over-all quality of course	10		1		2		3		4		5

Please write any comments you care to make on reverse side.

The results received from the 150 faculty members who returned the questionnaires are presented in Table II. In summarizing the results, the returns from department heads, faculty members of professorial rank and instructors were tabulated separately. No statistically significant differences appeared in the responses of the different groups. As shown in Table II, there was general approval of the idea of faculty rating by students and an indication that faculty members felt they should have these results primarily for their own use. There was little or no support for the idea that the results be used exclusively by administrative officers for the purpose of evaluating instructors.

Letters were sent to the presidents of student bodies of 35 representative colleges and universities, inquiring about faculty rating systems in operation on those campuses. Replies were received from 21 institutions; six indicated that they now had faculty rating plans in operation, five reported they were investigating the possibilities of such a program and ten indicated no immediate plans for instituting such a system. In all of the letters there was a rather evident interest in faculty rating programs and a general belief that students can be helpful in the process of evaluating instruction.

On the basis of results obtained in the faculty and student questionnaire studies the chairman of the Student Council subcommittee on faculty evaluation recommended that:

- (1) A faculty rating system be instituted at the State University of Iowa on a voluntary basis, each instructor determining for himself if he wished to participate in the program.
- (2) The ratings obtained be made available only to the instructor concerned for his exclusive use.
- (3) The Student Council be invited to assist in launching the project and in encouraging student co-operation.

These recommendations received the general approval of the Executive Committee, Educational Policy Committee and the departmental executive officers in the College of Liberal Arts. Plans were made, therefore, to institute a voluntary rating program in the College of Liberal Arts during the academic year 1950-51.

The Office of the Dean and the University Examinations Service collaborated in the construction of the rating scale which was to be used. An extensive, although subjective analysis was made of existing rating scales and opinions of colleagues were solicited. The rating scale developed is shown in Figure I. It will be recognized that the

rating technique employed is that of the "man-to-man" variety and is very similar to that used in the University of Washington scale.<sup>3</sup> Rather detailed instructions were prepared for the instructors administering the scale and each trait was fully defined in the directions read to the students. Arrangements were made to have the responses counted by the University Examinations Service and to have a confidential report prepared for each instructor. All faculty members were then notified of the availability of the rating scale and the procedures which would be used in reporting results.

During the first semester and early second semester of the academic year 1950-51, 7559 rating sheets were processed by the University Examinations Service for instructors in 267 classes. A table of norms with anonymous data was prepared to assist each faculty member in interpreting his own ratings. This table of norms is presented as Table III.

TABLE III  
RESULTS OF FACULTY RATING PROJECT SHOWING AVERAGE RATINGS<sup>4</sup>  
BY TOTAL GROUPS, ACADEMIC RANKS, AND COURSE LEVEL<sup>5</sup>  
FOR EACH CATEGORY OF THE RATING SCALE

Category	All Groups	Academic Rank				Course Level		
		Inst.	Ass't.	Assoc.	Prof.	1-99	100-199	200-499
1. Knowledge	1.48	1.70	1.33	1.34	1.24	1.52	1.38	1.36
2. Skill	2.29	2.35	2.06	2.36	2.32	2.28	2.26	2.61
3. Interest	1.73	1.85	1.72	1.70	1.49	1.78	1.63	1.39
4. Tolerance	1.79	1.71	1.74	1.80	2.05	1.80	1.76	1.84
5. Helpfulness	2.08	1.99	1.92	2.16	2.38	2.10	2.02	2.12
6. Humor	1.87	1.88	1.80	2.04	1.77	1.87	1.86	2.06
7. Mannerisms	1.99	1.94	1.82	2.05	2.23	2.00	1.90	2.39
8. Examinations	2.57	2.62	2.41	2.63	2.59	2.64	2.34	2.89
9. Value	2.32	2.45	2.15	2.26	2.29	2.44	2.06	1.96
10. Quality	2.31	2.44	2.11	2.31	2.23	2.40	2.07	2.26
Mean for all Categories	2.04	2.09	1.91	2.07	2.06	2.08	1.93	2.09
Number of Students	7559	3298	1509	1294	1458	5380	1948	231
Number of Classes	267	120	60	44	43	180	79	8

<sup>4</sup> A rating of "1" is high; "5" is low; See Figure 1.

<sup>5</sup> Courses for undergraduates only are numbered 1-99; courses numbered 100-199 are for undergraduates and graduates; courses numbered 200 are for graduates only.

It will be observed that the norms as reported all lie in the upper half of the rating scale. This suggests that either the instructors participating in the survey were a select group compared with other instructors the students have had, or that the students tempered their ratings with a considerable measure of generosity. Possibly both fac-

<sup>3</sup> See Guthrie, E. R. "The Evaluation of Teaching," *Educational Record*, 30: 109-115, April, 1949.

tors were at work to influence students to give ratings which averaged higher than the expected average scale value of 3. Since the students made their ratings anonymously, self-interest did not require them to give high ratings.

Differences between categories in the norms for all groups are probably very largely a reflection of student biases and campus folklore. The considerably higher rating given all teachers in "knowledge of his subject" than in "skill in presenting subject" probably reflects the frequently expressed opinion that "he knows his subject but he can't put it across." Students may be right in attributing the limitations they see in their instructors to lack of skill in teaching rather than to lack of scholarship. However, such differences should not appear in norms for a large number of instructors since the original scores were rankings of one instructor against others. Apparently the students were influenced in their rankings by absolute as well as by relative judgments. In terms of those absolute judgments, the students consider examinations to be the least satisfactory aspect of their courses. They feel that the courses in general are less satisfactory than the persons teaching them, and, as previously mentioned, that instructors are more seriously limited by lack of skill than by lack of knowledge.

It is interesting to note that in this sample of students and instructors, the students credit full professors with more knowledge of their subject, and with more interest in it, but less tolerance and less helpfulness than instructors of other ranks. Similar comparisons may be made in various categories for other academic ranks, and for instructors of courses at various levels.

The net effect of this rating program appears to have been good. When it was first announced some faculty members were politely skeptical of its value. They were surprised and pleased to find the ratings sympathetic and the comments helpful. Not all faculty members agreed that the qualities rated were those most essential for effective teaching. But, as a result of the program and of the discussions centering around it, they became more interested in good teaching.

The students also reacted favorably to the rating program. It provided concrete evidence that their interests were being regarded, and that their opinions were judged worthy of consideration. A few students who were called upon to rate four or five of their instructors

began to lose interest, but these constituted a small minority.

As was expected, the use of the rating blanks dropped off sharply after the initial program. It was never intended that the blanks should be used each semester in all courses. However, the blanks are available to faculty members at any time. New instructors are especially encouraged to use the blanks during their first year on the staff.

One of the unexpected values of the program was the concrete answer it provided to assertions that teaching at the University was poor. Every college is subject to some criticism of this sort from dissatisfied students and others. It was good to find that a large majority of the student body did not agree with the critics.

In summary, the instructor rating program of the State University of Iowa provides a systematic means for the instructor to obtain student opinions of the quality of his teaching. This program cannot be translated directly into good teaching but it does provide one type of information on the basis of which improvement in teaching can be made. The rating program is, in other words, one step which may lead to more effective teaching in the College.



## Education for Marriage—By-Product or Objective?

HENRY A. BOWMAN

"THE OPTIMIST says the barrel is half full; the pessimist says the barrel is half empty." So far as courses available are concerned, this is about the situation in which marriage education in the colleges is to be found. In a recent survey of 1370 colleges, junior colleges and universities, half reported at least one curricular offering in the area of marriage education, half reported none.<sup>1</sup>

Marriage education, as we know it today, arrived on campus only relatively recently. It started less than twenty-five years ago and took a while to gather momentum. Approximately four-fifths of the courses reported in the study mentioned above were started in the fifteen-year period before the study was made. In other words, in a fifteen-year period, 500 schools recognized a need and did something about it through the curriculum. There are no more recent figures available. We can only hope that the same rate of development has gone on since this study was made.

Considering the rate at which educational progress goes, this is a very good showing. We may confidently say that something more is happening than the addition of a course to the curriculum. We are standing on the threshold of a new and sweeping movement in American education. It is important that we keep in mind, however, that we are merely standing on the threshold. True "the barrel is half full," but equally true, "the barrel is half empty." At the time of the study, more than 600 schools reported no curricular offering in the area of marriage education. Without being blindly optimistic, we may look forward to the time in the not-too-distant future when

<sup>1</sup>The report based on this study may be found in the *Journal of Social Hygiene*, Vol. 35, No. 9, December, 1949, pages 407-417. The report is available in reprint form from the American Social Hygiene Association, 1790 Broadway, New York City 19.

See also, Henry A. Bowman, "Collegiate Education for Marriage and Family Living," *The Annals of the American Academy of Political and Social Science*, Vol. 272, November, 1950, pages 148-155.

Henry A. Bowman, "Marriage Preparation Must Be Modernized," *Mental Hygiene*, Vol. 30, No. 1, January, 1946, pages 74-82.

most of these schools will have recognized the need for marriage education and done something about it.

Our threshold position in this new movement in education is made doubly clear when we consider not only the number of schools that have marriage courses but the number of students, who at some time in their college careers, enroll in such courses. The study indicated that in round numbers about 50,000 students were enrolled in marriage courses in the academic year 1948-49. This was about one student in fifty. If, for the moment, we disregard a number of variables and the fact that many of the schools in the study were junior colleges and we assume that conditions remain constant for a four-year period, then we can say that, broadly speaking, not more than one student in twelve (8 per cent) enrolls in a marriage course during a four-year college career. This figure is a very rough approximation but it is not likely that more nearly accurate figures would paint a more favorable picture.

The great majority of college students eventually marry. Among the alumni of some schools, the marriage rate approximates that of the general population, namely, about 90 per cent. If the curriculum purports to meet student needs, then something in this picture is topsy-turvy. Proportions that should be direct are inverse. Generalizing very broadly, the number of students who enroll in marriage courses is similar to the number who remain single. The number of students who do not enroll in such courses is similar to the number who marry.

Let the reader visualize this year's incoming class in the school with which he is connected. They are an above-average group of young people who are trying desperately to make life make sense in a period of world confusion. Most of them have come to college with fairly serious intent. One of their most common college activities will be dating. In such dating, they will have to make judgments upon a variety of standards of behavior. In many cases, out of such dating will grow a choice of husband or wife. The great majority of the members of the incoming class will eventually marry. Some will be very happy in their marriages. Some will manage somehow to get along. Some will be unhappily married but will stay married anyway. Some will be caught in the great tidal wave of divorce that has been sweeping the country in recent years. In the light of this situation, we may well ask the question: Does the curriculum con-

tain courses which are designed to help these young people; or, in building the curriculum, do the administration and faculty apparently assume that all students are neuter and that all will remain permanently single? In the light of the growing tendency to profess, at least, that the curriculum should meet human needs, in the light of the rising failure rate in marriage and in the light of the fact that almost all young people eventually marry, can we safely continue to assume, as many college administrators and faculty members apparently do, that education for marriage should not be a planned part of the curriculum but should rather be an unplanned extra-curricular activity?

Let us look at this problem from another angle, still keeping in mind this year's incoming class. In schools having a more or less typical "mortality rate," more members of the incoming class will eventually marry than will graduate. Yet, in many schools, the assumption underlying the requirements in the first year or two is apparently that every student will get a degree and that every student will choose a major. This assumption is far from borne out by experience. The result is that many students are caught in a strange incongruity. In their first year or two in college they take required courses aimed at majors which they never complete and degrees which they never receive. Then they drop out of school and soon enter an area of life activity which is at least the equivalent of a major, namely, marriage, but for which they have gotten no planned curricular help.

In this year's incoming class (and we are not discussing professional schools), there are more students who will eventually marry than there are who will enter any single area of professional endeavor. There are more students who need education for marriage than there are who need training in any particular course area except in those such as English usage and citizenship which represent universal needs. Even here the difference in extent of need is not great. In some schools it is only the difference between 100 per cent and 90 per cent. Even in such cases, the difference is more apparent than real because, while future alumni are still in school, there is no way of determining which 90 per cent will marry.

In practically all schools on the collegiate level (except, of course, highly specialized schools such as schools of medicine) social studies and psychology are taught in one form or another. This means that

in practically all schools there is emphasis on the family as a basic social institution; and the influence of family living on an individual's development is pointed out. The student becomes more than an outside observer of family life. He becomes a participator in family life through his marriage. If, then, marriage and the family are basic and the student becomes a participator in them, a serious question arises. Should preparation for such participation be merely a by-product of education or should it be an objective of education? It is obvious that it cannot be left merely as a by-product any more than can training in the universal tool of communications, the responsibilities of citizenship, the appreciation of the beautiful, the understanding of other times and peoples, the acquiring of information necessary for healthful living, or occupational training. Preparing the student to be a successful participator in marriage and family life must be one of the major objectives of education. No one would argue that a marriage course is all that is needed in this connection. But a marriage course is a start. Such a course appeals to students because it ties in with one of their more prominent natural interests and it is a sincere attempt to meet a need of which they, themselves, are aware.

Whenever and wherever a functional marriage course is made available and is taught by acceptable personnel, students tend to flock to it. When a case is found in which a marriage course has a very small enrollment, we can be fairly sure of one or more of several things:

- a) The instructor is not acceptable to students.
- b) The course is not functional but rather tends to be highly academic.
- c) Some administrative block has been set up. For example, enrollment has been arbitrarily limited; too many prerequisites have tended to exclude students; the course is open only to upper-classmen; the course is an addition to an already full load of some instructor so that he must keep the number of students under control; or something similar.

The present writer has taught in the area of marriage education for seventeen years. He has talked with thousands of students. He has had correspondence or conferences with hundreds of faculty and administrative personnel. He made the survey of 1370 schools mentioned earlier. He has visited many campuses. It is his impression:

- a) That many more students are aware of the need of education for marriage and are interested in it than present enrollment figures would seem to suggest.
- b) That more students would enroll in marriage courses if administrative blocks were removed.
- c) That there are many instances in which students themselves have taken the initiative in getting a marriage course introduced into the curriculum. For example, in one instance, when the president was hesitant about the introduction of such a course, a student group procured a meeting place off campus, employed an instructor and started a non-credit course. At the end of the year, a report was made to the president and the next year a credit course was added to the curriculum. In another instance, two student organizations in a state university are currently engaged in the joint process of circulating a petition among the student body with a view to presenting it to the administration as a request for a marriage course. The leaders in these two student organizations have also had conferences with key administrative personnel.

There is no doubt about the need for marriage education and student interest in it. Nor is there any doubt that marriage education on the collegiate level is here to stay. Sooner or later, most schools which profess to meet student needs in education for life will incorporate marriage education into the curriculum. With practically all schools facing problems of enrollment these days it would seem that this might be an auspicious time to look carefully at a curricular offering that has made such conspicuous headway in the last two decades and that is so obviously attractive to and needed by students. It would seem that this is no time to argue that we cannot afford to introduce marriage education into the curriculum or to expand the program already under way. It would seem that it would be much sounder to argue that we cannot afford to fail to do so. This is not intended to put marriage education on a mercenary basis. It is strong enough to stand on its own feet. It is now so deeply rooted in educational thinking that its further growth is inevitable. Economic stress, however, sometimes highlights opportunities for progress and the importance of readjusting scales of values.

Where people want to find them, there are many arguments used against the introduction of marriage education into the curriculum. One argument is that the curriculum already contains the elements of such education. There are two flaws in such an argument. One is



that there is a growing recognition that there is subject matter peculiar to preparation for marriage which is not necessarily found in other aspects of the curriculum. Another flaw in the argument is that the curriculum is very complicated. In some schools it includes literally hundreds of courses. The young student is not only limited by time and requirements to a very small segment of the total curriculum but he is also lacking in skill in integrating what he learns in various courses. This is the argument that has long been raised against survey courses. To argue against a discussion of balanced diet merely because a cafeteria contains all the foods necessary for such a diet is really no argument at all.

Another argument against the introduction of marriage education courses is that there is not enough appropriate personnel. We shall have to grant that there is a shortage of such instructional personnel. At present, there are very few channels for training instructors in this area. Is there any area in the curriculum in which there are too many really outstanding teachers? There may be a surplus quantitatively speaking in certain instructional areas but in no area is there a surplus qualitatively speaking. If half the 1370 schools which participated in the survey mentioned have, in a relatively short period, found or developed instructors who can teach marriage courses in a way acceptable to 50,000 students a year, then the argument based on lack of teaching personnel loses much of its force.

Another argument against marriage education courses is that they really are not needed because so many people are happily married without having taken them and this situation has existed since time immemorial. We shall have to grant that many people are happily married without ever having studied marriage education. But this is no argument against the inclusion of such a course in the curriculum. Many people are healthy without ever having taken a course in hygiene. Shall we then eliminate hygiene from the curriculum? Many people have excellent English usage without ever having taken a course in Communications. Shall we, therefore, eliminate English Composition from the curriculum? In fact, many people are happy and successful in life without ever going to college at all. It is obvious, however, that this is no argument against the existence of colleges. By the same token, we may say that the fact that many people are happily married without ever having studied marriage education is no argument against the inclusion of such a course in the curriculum.

Still another argument sometimes used is that there is already a course in *The Family* in the curriculum. By and large, the typical course in *The Family* has a different objective and different content from the typical course in Marriage Education. In some instances, there is an attempt to combine the two. There is, however, a place for both in the curriculum.

The survey of college Marriage Education courses showed that the situation in which they are currently to be found is anything but standardized. They are offered in a variety of departments. The instructors come into them from widely varying backgrounds of training and experience. Some courses are non-credit, others carry one to six hours credit. All told, almost a hundred different textbooks are used. Men and women, single, married, widowed, and divorced, may all be found among the instructional personnel. The great majority of the instructors are available to students for counseling on personal problems. Notwithstanding this lack of standardization and lack of uniformity, the terms "marriage course" and "marriage education" are coming to have some commonly understood meaning. They are coming to be accepted as descriptions of sincere efforts to meet a widely recognized need. This recognition of need is the common point of departure. The fact that this need is approached from different points of view by different instructors in different schools is good because an academic field as relatively new as marriage education may greatly profit through experimentation and variety of approach. The fact that a commonly recognized need may be approached by different instructors from somewhat different points of view also suggests that a program of marriage education may be started in practically any school. What is needed is not a specially trained instructor who will merely perpetuate what he has inherited from his academic ancestors. What is needed is an instructor with the courage and imagination necessary to digress from the beaten track, who sees the need for marriage education and is willing to devote himself to it, who likes to work with students and who is acceptable to them, who is himself still very much a learner. Such an individual, regardless of his departmental affiliation, can start an effective marriage course.

It is too early to determine with any great degree of accuracy whether marriage education courses are now doing what they may one day be expected to do. The whole field of marriage education



is relatively new. Many courses are only a few years old. Content, methods and approaches are in a fluid, flexible state. Many students who have taken marriage courses have not yet married. Many others have not been married long enough to be sure how their marriages will work out. It is difficult to define the success of a given marriage. At best, it is difficult to dissect out of the complexity of an individual's life and educational experience the effect that a particular course may have. What a student is when he completes a given course is highly colored by what he was when he entered. Techniques for evaluating marriage education have not yet been perfected.

This difficulty in evaluating results is not unique in the field of marriage education. There are many areas within the curriculum in which evaluation is just as unsure. For example, we cannot be certain that students who take courses in social studies are better citizens than those who do not. We cannot be sure that students who take hygiene or physiology live healthier lives than those who do not. Sometimes, in connection with marriage education, there is an attempt to set up false criteria of effectiveness. For example, people often ask: "Do students who take marriage courses have fewer divorces than those who do not?" The divorce rate is a false criterion of success. To attempt to evaluate a marriage course by the divorce rate of alumni would be similar to evaluating a hygiene course by the death rate of alumni or a social science course by the incidence of alumni crime.

At the present stage of development one criterion that may be used to evaluate the effectiveness of marriage education is the judgments of alumni who have taken a marriage course. We must grant that such judgments are subjective. We must grant also, however, that in an area of life activity involving as many intangibles as does marriage, subjective judgment is a type of evaluation. In one study of alumni judgments, for example, 3700 questionnaires were sent to former students who had taken a marriage course while in college.<sup>2</sup> There were 1587 replies. Of these 1587 persons, 192 said that the marriage course was more valuable than any other course they had had in school; 361 said that the marriage course was more valuable than any other course except courses directly applicable to their occupational preparation; 637 said that the marriage course was one

<sup>2</sup> W. Clark Ellzey, "Marriage Questionnaire Report," *Marriage and Family Living*, Vol. XI, No. 4, November, 1949.

of the three most valuable courses they had had; 309 reported that the marriage course was equally valuable with any other. Out of the 1587 *alumnæ* who replied, only 47 thought that the marriage course was less valuable than most courses they had had; and only 10 said that it was less valuable than any they had had. It may be that these figures represent some "halo effect." On the other hand, it would be a mistake to disregard such overwhelmingly favorable judgment merely because of the possibility of such a halo.

At the present stage of educational evolution, we must do with marriage education as we do with other important aspects of the curriculum, namely, proceed by faith. In the absence of complete, accurate, objective evaluation we may safely accept this as a working hypothesis: What interested, experienced, insightful, functionally-minded teachers are convinced is a step toward meeting a recognized student need is very likely to be a contribution toward meeting that need whether or not that contribution can be measured and proved. In a course such as typewriting, mathematics, or foreign language, student progress is readily observed and is relatively easy to measure on a comparative basis. In other areas such as marriage education, where application of learning is not immediate and there are many intangibles involved, complete, accurate, objective measurement on a comparative basis is not at present possible. We must proceed on faith—the same sort of faith that makes some folks "know" before they can prove, but who therefore devote their effort to building what will prove what they "know," while others, blocked by skepticism and doubt, are not motivated to try to build at all.

## Why Students Choose a Particular College

LAURENCE LIPSETT AND LEO F. SMITH

**W**HAT attracts the ordinary student to a particular college? Is it a winning football team, an ivied campus, or the fact that Uncle Joe went there?

In an attempt to find the answer to this question and to evaluate some aspects of its orientation program, the Rochester Institute of Technology administered to its 1950 freshman class a questionnaire designed to discover the ways in which students hear about the Institute, the factors which influence them to enroll, the things they liked and disliked before and after matriculation, and the other institutions that they were thinking of attending. About six weeks after registration, replies were obtained anonymously from 412 freshmen (more than ninety per cent of the total freshman class).

The Institute's reputation in its technical field or its physical plant were rated by the freshmen as the most important factors in influencing them to come. Twenty-one per cent chose these items out of a checklist of twenty choices.

The short, intensive practical courses ranked next in order of importance to the R.I.T. freshmen, nineteen per cent of whom chose the Institute for this reason. Financial considerations, contacts with R.I.T. faculty and staff, and high school faculty members followed in that order as the next most important factors in bringing students to the Institute.

At this point it may be necessary to explain that the Rochester Institute of Technology is a privately endowed, non-profit-making institute offering three-year co-operative courses in Mechanical, Electrical and Chemical Technology, Food Administration and Retailing. Students in these five departments attend school full-time for the first year. During the second and third years they alternate between a certain number of weeks in school and an equivalent number of weeks in related employment. Students in these co-operative programs typically earn considerably more than their school expenses over the three-year period.

The Institute also offers a three-year full-time curriculum in Applied Art and two-year programs in Photographic Technology and

Publishing and Printing. The School for American Craftsmen, operating as a department of R.I.T., has two-year curricula in the hand arts. The degree of Associate in Applied Science is awarded to graduates of all nine departments.

Perhaps more significant than the over-all figures was an analysis of student responses by departments. In all of the co-operative departments financial considerations were the most important factor in influencing students to enroll. Students in the Mechanical, Electrical, and Chemistry Departments average higher than the national college norms for general academic ability; they take difficult engineering subjects such as calculus; and they often perform full-fledged engineering duties after graduation. If they could afford it, many of them might be attracted by four-year or five-year engineering programs in colleges granting the baccalaureate degree.

In the Departments of Photographic Technology and Publishing and Printing, students were influenced chiefly because of the Institute's reputation and physical facilities. Recruitment of students in these departments is on a national and international basis, in contrast to the primarily local recruitment in the industrial technology cluster of departments.

Information about the Institute's public relations was sought through the question, "Through which of the following did you first hear about R.I.T.?" This was followed by a checklist of twelve items. The importance of word-of-mouth publicity is shown by the fact that 34 per cent first heard through a graduate or student. High school principals, counselors and teachers comprised the next largest source (22 per cent). R.I.T. publications, such as catalogs, ranked third as a source of first information, and friends of the freshmen ranked fourth.

In another question, the freshmen were asked, "Do high school students obtain enough information about R.I.T.?" Seventy-three per cent of the respondents to this question answered "No." In response to the questionnaire's request for suggestions for improvement of publicity to high schools, the students tended to mention the sending of more bulletins and representatives to high schools. Students in some of the technical fields suggested getting information specifically to students in the corresponding courses in the high schools. Other suggestions included such conventional devices as posters, moving pictures, and "open house" days.

Another phase of the Rochester Institute of Technology's public relations was explored by the question: "Before you actually registered at R.I.T., what were the things you liked about your contacts with the Institute, either in person or by mail?" The 412 freshmen made a total of 360 responses to this question. Correspondence was mentioned favorably by 143 students (45 per cent), who commented on its promptness, frankness, friendliness and courtesy. The friendliness and helpfulness of the faculty and staff were mentioned by 48 freshmen.

In the questionnaire the freshmen were also asked to list the things they disliked about their pre-registration contacts. There were 92 responses to this question (in contrast to 360 items mentioned favorably). Eleven of the 92 mentioned poor or slow replies to correspondence, eight mentioned that insufficient information was given, and seven complained of the length of time which elapsed before they were notified of acceptance. Most of the other items in this category were mentioned by only one student each.

The administration of this questionnaire about six weeks after registration provided an opportunity to obtain some evaluation of orientation procedures. In reply to a free response item about the Institute's methods of helping a freshman get acquainted, 484 items were mentioned favorably by the 412 freshmen. A total of 107 listed the school dances. (A Freshman Mixer and Reception is held early in the school year.) Eighty-three mentioned the friendly and informal faculty, and 45 listed the friendly, hospitable, and informal student body. Nearly half of the freshmen in one department which provides a tour of the Institute stated that they liked this tour.

A second portion of the question about orientation was: "What were the things you did not like, which you believe might be improved?" It is interesting that there were no responses to this question by the freshmen of two departments. Of the 110 items mentioned by students, seven involved more social activities on weekends. Five students complained about the men's dormitory, and five mentioned a lack of school spirit. The other items mentioned unfavorably were so scattered that no major generalizations could be made.

In an effort to obtain some information about the place of the Institute in the planning of high school seniors, the questionnaire administered to the 1950 freshman class asked, "In considering higher institutions, was R.I.T. first, second, third or fourth choice?"

Sixty-three per cent of the students responding to this question selected R.I.T. as their first choice, 31 per cent made the Institute their second choice, five per cent chose R.I.T. third, and one per cent made it their fourth choice. The differences between departments followed the same pattern as in the question about the factors influencing the students to come to the Institute. R.I.T. tended to be the first choice of students in the unique departments with an international reputation, while it ranked lower in the choices of students in the departments which have a more local recruiting area.

In response to a further question about the place of the Rochester Institute of Technology in student planning, 76 per cent of the freshmen said that they were considering other higher institutions which grant the bachelor's degree, while 24 per cent were considering other types of institutions.

Further understanding of student planning was sought through the question: "About when in your high school career did you decide to come to R.I.T.?" Four students made up their minds in the freshman year of high school, ten in the sophomore year, 33 in the junior, 128 in the senior year, and 131 (42 per cent) after graduation from high school. A further breakdown of the figures for the senior year showed a normal curve of distribution by months with the peak of decision-making in January. It is possible that the figures for liberal arts institutions would be quite different, especially in respect to the large number of decisions made after high school graduation. In the Photographic Technology Department, for example, nineteen freshmen made their decision to enroll at the Institute in the senior year of high school, while 27 decided after graduation. In this department and certain others, many of the students have had work experience and decide to come to R.I.T. only after they see at first hand how a technological education can help them in their careers. It has been found that the clear-cut occupational goals of such students are an unusually effective motivation for learning.

#### SUMMARY AND CONCLUSIONS

A questionnaire was administered to the 1950 freshman class at the Rochester Institute of Technology to evaluate certain aspects of the Institute's public relations and orientation programs. The findings can be applied directly only to this institution. A number of the implications, however, appear to have some application to other higher



institutions. At least they suggest hypotheses which might be investigated further in other educational settings.

One such hypothesis involves correspondence with applicants. Nearly half of the freshmen who replied to a free response question about pre-registration contacts mentioned the friendly and prompt correspondence, and a few made critical remarks. This points up the importance of effective correspondence in relationships with applicants.

Seventy-three per cent of the responding freshmen felt that high school students do not obtain enough information about the Institute. Since the Institute follows the conventional methods of sending bulletins and representatives to high schools, these results suggest that perhaps high school students do not obtain enough information about colleges generally. Most of the students' suggestions for improvement of this condition involved more of the common devices rather than any new approach.

Word-of-mouth publicity from present and former students and from high school personnel provided the first sources of information about the Rochester Institute of Technology for a majority of the entering freshmen. This brings out the importance of relationships with the alumni and with high schools.

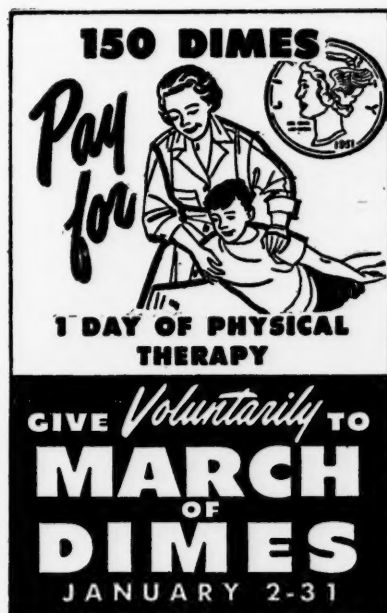
A negligible number of freshmen made up their minds to come to the Institute before the senior year of high school, and most of them decided either during the senior year or after graduation. While this points up the need for making sure that high school seniors have adequate information about colleges, it is probable that attitudes toward an institution are formed considerably in advance of an actual decision to enroll. The lower classes of high school should not necessarily be neglected in the dissemination of information.

The reputation and physical facilities were the most important factors influencing students to enroll. Although this principle might well be applied to students seeking specialized professional courses elsewhere, it might not be applicable to liberal arts education. Likewise, the demonstrated importance of financial factors in bringing students to R.I.T.'s co-operative courses is probably applicable only in other institutions with co-operative programs.

Most of the other findings of this study appear to be applicable only to the Rochester Institute of Technology. Utilizing the information about the importance of financial factors, one of the co-operative



departments has already prepared a pamphlet in which the costs of education at the Institute are compared with the normal earnings of a co-operative student. The information from the freshman questionnaire has provided a sounder basis for the continuing planning and development of the Institute's over-all program of public relations.



## Graduate Credit for Off-Campus Courses

HAROLD H. PUNKE

WITH the increasing demand for higher education in recent years, many colleges and universities have felt pressure to extend their teaching, research, and perhaps other services. The locations at which services are made available have also been concerned, and several institutions have established branches or centers apart from the main campus.

The educational expansion includes a growing interest in graduate study, and several institutions face problems of making advanced study available under a widening range of working conditions. One problem concerns graduate credit for off-campus work. The demand for such work varies according to field of study. The gradual rise in teacher qualifications, stimulated by legislation on academic preparation and salary scales, helps make Education and teacher preparation an important field of graduate work. The geographical distribution of teachers who are qualified for graduate study, many of whom work in school systems remote from colleges or universities which provide for graduate study in fields of teacher concern, adds to the interest of teachers in possibilities for pursuing advanced study on some off-campus basis.

This article attempts to survey current practices of American colleges and universities regarding graduate credit for off-campus work—with emphasis on the field of Education.

*Procedure in making the study.*—From the 1949-50 Education Directory for Higher Education, prepared by the United States Office of Education, a list was compiled of institutions which award graduate degrees in Education. Information was sought by questionnaire from each of these institutions concerning its practice on allowing credit toward graduate degrees for off-campus courses. For clarity, "off campus" was defined to mean "at points far enough from the main campus, or from an official branch of the institution which regularly offers graduate work in the field concerned, so that students do not have contact with the campus daily—or several times per week." The letter accompanying the questionnaire further stated that in off-campus courses "a student might not be on the campus during

an entire course." Although the study includes only institutions awarding graduate degrees in Education, the courses for which graduate credit is allowed may fall in various fields of instruction—apart from professional work in Education. The data were collected during the autumn of 1950. Usable returns were secured from 209 institutions.

*Current status of graduate credit for off-campus courses.*—Table I shows the extent to which the 209 institutions allow graduate credit

TABLE I  
PRACTICES AND PLANS OF 209 INSTITUTIONS, WHICH AWARD  
GRADUATE DEGREES IN EDUCATION, CONCERNING  
GRADUATE CREDIT FOR OFF-CAMPUS COURSES  
(By Geographical Divisions)

Geographical Division†	Degrees, Courses, and Credit Allowance*											
	Degrees				Non-Education Courses for Which Credit is Allowed				Past and Proposed Credit Status in Institutions Not Now Allowing Graduate Credit			
	Master's		Doctor's		Courses Related to Education		Courses in Subject Matter Fields		Have Allowed Credit in Recent Past		Are Studying Credit Possibilities	
	No. giving data	No. allowing credit	No. giving data	No. allowing credit	No. giving data	No. allowing credit	No. giving data	No. allowing credit	No. giving data	No. allowing credit	No. giving data	No. allowing credit
I	2	3	4	5	6	7	8	9	10	11	12	13
New England	18	12	8	4	10	8	9	8	9	2	8	1
Middle Atlantic	37	26	21	10	24	20	24	23	13	0	12	1
East North Central	31	18	17	9	15	12	14	12	10	0	9	0
West North Central	21	13	9	5	6	2	12	6	6	0	9	2
South Atlantic	26	15	16	9	12	10	10	8	10	2	9	1
East South Central	11	9	3	2	5	4	8	4	1	0	2	0
West South Central	24	19	10	3	17	14	19	17	2	0	2	0
Mountain	17	16	8	3	11	9	10	8	2	0	2	0
Pacific	24	17	11	6	17	9	16	8	2	0	9	1
Totals /Number Per cent	209 —	145 69.3	103 —	51 49.5	117 —	88 75.2	122 —	94 77.0	61 —	4 6.6	62 —	6 9.7

\* Data, except per cents, are in numbers of institutions.

† New England: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut; Middle Atlantic: New York, New Jersey, Pennsylvania; East North Central: Ohio, Indiana, Illinois, Wisconsin, Michigan; West North Central: Minnesota, North Dakota, South Dakota, Nebraska, Iowa, Missouri, Kansas; South Atlantic: Delaware, West Virginia, Virginia, District of Columbia, Maryland, North Carolina, South Carolina, Georgia, Florida; East South Central: Alabama, Mississippi, Tennessee, Kentucky; West South Central: Arkansas, Oklahoma, Louisiana, Texas; Mountain: Idaho, Montana, Wyoming, Utah, Colorado, New Mexico, Arizona, Nevada; Pacific: Washington, Oregon, California.

for off-campus courses, the types of courses for which such credit is allowed, and the extent to which institutions which do not offer such credit have considered doing so.

Of the 209 institutions, roughly two-thirds (69.3 per cent) allow credit toward the master's degree for off-campus work. Slightly less than half (49.5 per cent), of the 103 schools which grant the doctor's

# COLLEGES AND UNIVERSITIES ALLOWING GRADUATE CREDIT FOR ENROLLMENT, REGION, AND DEGREE

Regions* and Degrees	Totals: All Institutions		Institutions According to Enrollment, Region, and Degree															
			Public															
	No. giving data	Pct. allowing credit	Total Public		Under 2,500		2,501-5,000		5,001-10,000		10,001-15,000		Over 15,000		Total Private		Total	
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
North East: Masters Doctors	55 29	69.1 65.5	25 6	88.0 50.0	15 3	12 3	44 0	44 0	2 2	2 2	1 1	1 1	34 0	34 0	20 16	4 0	4 0	4 0
North Central: Masters Doctors	52 26	59.6 53.8	34 19	70.6 57.9	15 4	8 1	54 2	3 1	5 4	5 2	44 44	44 34	5 5	4 4	9 3	0 0	0 0	0 0
South: Masters Doctors	61 29	70.5 48.3	42 21	88.1 66.7	17 2	15 1	10 5	8 4	11 10	10 6	4 4	4 3	0 0	0 0	8 5	1 0	1 0	1 0
West: Masters Doctors	41 19	80.5 47.4	28 13	92.9 61.5	10 3	10 0	8 1	7 1	8 7	7 5	1 1	1 1	1 1	1 1	7 2	3 0	0 0	0 0
Totals: No. Masters Doctors	209 103	— —	129 59	— —	57 12	45 5	27 8	12 6	26 23	24 15	10 10	10 8	9 6	8 5	44 26	8 0	6 4	6 4
Per Cent: Masters Doctors	— —	69.3 49.5	— —	84.5 66.1	— —	78.9 41.7	— —	81.4 75.0	— —	92.3 65.2	— —	100.0 80.0	— —	88.9 83.3	— —	40.0 0.0	— —	— —

\* Northeast = New England and Middle Atlantic; North Central = East North Central and West North Central; South = South Atlantic, South Central, West South Central; West = Mountain and Pacific.

† No church supported schools of over 10,000 students are included.

‡ Includes from 1 to 3 municipally supported institutions.

degree and which supplied data on credit toward that degree, allow such credit for off-campus study. The geographical distribution of the institutions supplying data and of the institutions allowing credit on master's or doctoral programs for off-campus courses, columns 2-5, indicates that the granting of such credit is not a regional phenomenon but a practice of several institutions in each major geographical division of the nation. Table II presents further data on this point.

Table I also shows the extent to which graduate credit is allowed for off-campus work outside the strictly professional field of Education. Thus three-fourths (75.2 per cent) of the 117 institutions which supplied information on whether such credit is allowed for related courses, report allowing credit for courses of this kind. Likewise three-fourths (77.0 per cent) of the 122 schools which supplied data on allowing such credit for courses in subject matter fields, do allow

TABLE II  
OFF-CAMPUS COURSES, ACCORDING TO BASIS OF CONTROL,  
GRADUATE DEGREES CONCERNED

According to Basis of Control and Enrollment

Total Private	Private										Church							
	2,501- 5,000		5,001- 10,000		10,001- 15,000		Over 15,000		Total Church		Under 2,500		2,501- 5,000		5,001- 10,000†			
No. giving data	No. allowing credit	No. giving data	No. allowing credit	No. giving data	No. allowing credit	No. giving data	No. allowing credit	No. giving data	No. giving data	Pct. allowing credit	No. giving data	No. allowing credit	No. giving data	No. allowing credit	No. giving data	No. allowing credit	No. giving data	No. allowing credit
16	19	20	21	22	23	24	25	26	27		28	29	30	31	32	33	34	35
34	20	4	3	1	1	3	2	5	5	10	30.0	4	2	3	1	3	0	0
16	16	0	3	0	2	3	2	5	5	7	0.0	3	0	2	0	2	0	0
4	9	0	2	2	1	2	1	1	1	9	22.2	4	2	2	0	3	0	1
4	3	0	0	0	0	2	1	1	1	4	25.0	2	0	0	0	2	0	1
0	8	1	1	0	2	1	0	0	0	11	45.5	6	2	4	2	1	1	0
0	1	0	1	0	1	0	0	0	0	3	0.0	1	0	2	0	0	0	0
1	7	3	0	0	0	1	1	0	0	6	50.0	5	3	1	0	0	0	0
1	2	0	0	0	0	1	1	0	0	4	0.0	1	0	1	0	2	0	0
8	44	8	6	3	5	7	4	6	6	36	—	19	9	10	3	7	1	1
5	26	0	4	0	3	6	4	6	6	18	—	7	0	5	0	6	1	1
8.9	—	40.0	—	50.0	—	40.0	—	57.1	100.0	—	36.1	—	47.4	—	30.0	—	14.3	16.7
3.3	0.0	—	—	0.0	—	33.3	—	66.7	100.0	—	5.6	—	0.0	—	0.0	—	—	—

South Atlantic

credit. Hence the institutions studied not only allow graduate credit for off-campus work in professional aspects of Education, but also quite regularly allow such credit for work in other fields.

An effort was made to determine whether institutions which do not now offer graduate credit for off-campus courses have recently done so or contemplate doing so. Of the 61 schools reporting on recent practice, only 4 indicated that they had recently offered such credit. Available information does not explain why the practice was discontinued. Possibly demands for the services of these institutions have contracted somewhat. Of the 62 schools indicating whether they are studying the possibility of offering such credit, 6 stated that such a study is being made.

*Types of schools offering graduate credit for off-campus work.*—Table II groups the schools, which allow graduate credit for off-

campus courses, according to basis of support, enrollment, and geographical location.

The totals at the bottom of the table show that of the 209 institutions supplying data on credit toward the master's degree for off-campus courses, 129 are publicly supported and controlled. These are mostly state schools, but a few municipal institutions are included. The corresponding figures for the private and the church schools are 44 and 36 respectively. The respective percentages for the three types of schools—public, private, church—which allow credit toward the master's degree for off-campus work are: 84.5 per cent, 52.3 per cent and 36.1 per cent. Schools of the three types occupy the same relative positions in regard to allowing credit toward the doctor's degree for off-campus work. Of the institutions supplying data on the subject, 66.1 per cent of the 59 public institutions, 42.3 per cent of the 26 private institutions, and 5.6 per cent of the 18 church schools grant such credit. Hence the offering of graduate work on an off-campus basis, by institutions which award graduate degrees in Education, is more largely a function of publicly supported and controlled institutions than of institutions of either of the other two categories.

A substantial percentage of the schools with fewer than 2,500 students offer credit toward the master's degree for off-campus work. No private or church school of 5,000 or fewer students grants credit toward the doctor's degree for off-campus work, whereas several publicly supported institutions of comparable size grant such credit. The present study raised no questions concerning the size of student body considered necessary to support graduate study, or the conditions under which enrollment alone might be regarded an important factor.

The totals for all schools by regions, at the left in the table, show that the percentage of reporting institutions which allow graduate credit for off-campus study at the master's level is substantially smaller for the North Central states than for any other region. Approximately four-fifths of the institutions of the West, which supplied data on the subject, allow credit toward the master's degree for off-campus work. This is a larger proportion than in any other region. However, the percentage of schools of the West which allow credit toward the doctor's degree for work of the kind described is slightly smaller than for the other regions. For the nation as a whole, roughly two-thirds of the institutions reporting grant credit toward the master's



degree for off-campus courses, and one-half grant credit toward the doctor's degree for work of this kind.

*Credit under thesis and non-thesis options.*—Several institutions award both master's and doctor's degrees in some fields on the basis of either a thesis or a non-thesis option. In such instances there may be differences in degree requirements—apart from the thesis. The present study asked if there are differences between thesis and non-thesis options concerning the allowance of graduate credit for off-campus work. The study also asked if a minimum period of on-campus study is required of a candidate even though credit for off-campus work is allowed. The data appear in Table III.

TABLE III  
CREDIT ALLOWANCE UNDER THESIS AND NON-THESIS OPTIONS,  
AND MINIMUM CAMPUS-STUDY REQUIREMENTS  
(By Geographical Divisions)

Geographical Divisions	Credit Allowance and Campus-Study Requirements			
	Is credit allowance the same for thesis and non-thesis options?		Is a minimum period of on-campus study required?	
	No. of institutions supplying data	No. allowing the same credit	No. of institutions supplying data	No. requiring a minimum on-campus study period
I	2	3	4	5
New England	7	7	11	8
Middle Atlantic	23	23	20	20
East North Central	18	15	17	16
West North Central	11	8	2	2
South Atlantic	8	4	15	15
East South Central	8	5	7	7
West South Central	20	20	19	16
Mountain	11	10	12	11
Pacific	13	12	13	13
Totals: { Number Percent	119 100.0	104 87.4	116 100.0	108 93.1

Of the 119 institutions supplying data, 104 or 87.4 per cent make the same credit allowance for off-campus work under both thesis and non-thesis options. Of the 116 institutions furnishing data regarding minimum on-campus study, 108 or 93.1 per cent report some minimum requirement of such study.



Tabulations not shown in the table indicate that approximately one-third of the schools which grant credit toward the master's degree for off-campus work, and which also require a minimum period of on-campus study, require two semesters of work on the campus. The other two-thirds require less than two semesters of on-campus work. Eight schools stated that no on-campus work is required for the master's degree. Of 38 institutions supplying information concerning required on-campus work for the doctor's degree, 23 require one year of such work. Thirteen institutions require more than one year and two require less than that amount.

The amount of on-campus work which an institution requires of candidates for graduate degrees may be only an approximate index of maximum credit allowed for "off-campus courses," in the sense that part of the work not done on the campus of the institution granting the degree may have been done on the campus of some other recognized institution and then accepted by the school which grants the degree. The study included further information on this point—information on the per cent of the course-work requirement that might be met by off-campus courses.

Of 133 schools reporting this information with respect to the master's degree, 64 (48.1 per cent) do not allow more than 20 per cent of the course work requirement to be met in this way. An additional 51 schools (38.3 per cent) allow from 21 to 40 per cent, and 10 schools allow from 41 to 50 per cent of the requirement to be met by off-campus work. As already noted, a few institutions permit all course requirements to be met in this way. To summarize, 125 of the 133 institutions do not accept off-campus work for more than 50 per cent of the course requirement for the master's degree, and 115 institutions limit the amount to 40 per cent or less of the total course requirement.

With respect to the doctor's degree, only 20 of the 94 schools supplying pertinent data stated that more than 10 per cent of the course requirement for that degree might be met by off-campus courses. The 20 schools vary from 11 per cent to 100 per cent in extent to which course requirements may be met by off-campus work. Candidates following the thesis option are allowed to meet a somewhat larger part of the course requirement through off-campus work than non-thesis candidates, with respect to both the master's and doctor's degrees, but the differences are not great.

*Instructional provisions for off-campus courses.*—A question is sometimes raised concerning the quality of off-campus work because the qualifications of instructors or the available facilities and equipment may be considered inferior to the corresponding aspects of campus instruction. Hence an effort was made to secure data regarding any special instructional provisions made for the off-campus work. Table IV presents the data.

TABLE IV  
INSTRUCTIONAL PROVISIONS FOR OFF-CAMPUS COURSES  
(By Geographical Divisions)

Geographical Divisions	Instructors and Instructional Materials							
	Special Qualifications Required of Instructors		Special Provisions for Access by Off-Campus Students to Instructional Materials and Facilities					
			Library Materials		Laboratory Materials		Field Trips	
	No. of schools giving data	No. requiring special qualifications	No. of schools giving data	No. making special provisions	No. of schools giving data	No. making special provisions	No. of schools giving data	No. making special provisions
1	2	3	4	5	6	7	8	9
New England	10	9	4	4	7	4	5	2
Middle Atlantic	13	7	24	22	16	9	16	12
East North Central	10	9	14	13	8	5	10	6
West North Central	8	7	7	6	6	3	5	3
South Atlantic	10	9	11	11	5	2	9	8
East South Central	6	5	6	6	2	2	3	2
West South Central	18	14	19	18	9	7	17	16
Mountain	10	9	11	10	5	1	7	1
Pacific	10	9	13	9	6	2	10	5
Totals	95	78	109	99	64	35	82	55
Per cent	100.0	82.1	100.0	90.8	100.0	54.7	100.0	67.1

Roughly four-fifths (82.1 per cent) of the institutions supplying data on qualifications of instructors require some special qualifications of the instructors who give off-campus courses at the graduate level. However, an analysis of the qualifications set up, made from data not included in the table, shows that most of the qualifications are not particularly "special." Thus in two-thirds of the cases the requirement is that the instructor be a regular staff member or be qualified to teach the same course on the campus. Another one-sixth of the 95 reporting institutions, require that the instructor be a member of the graduate faculty or be approved by the graduate council. Requirements listed by other institutions, in decreasing order of frequency, are: must hold the doctor's degree; must have done work beyond the master's degree; must have mature judgment, ability to

work with adults, or unusual training and experience (not defined); must have approval of the School of Education. One school accepts "qualified teachers from other institutions."

The questionnaire asked if special provisions are made for access by students in off-campus courses to instructional materials other than textbooks and duplicated materials. The table shows that of 109 institutions supplying information on whether special library provisions are made for such students, 99 indicated that some special provisions are made. In many instances these provisions consist of making a substantial list of reserve books, for a course, available at the place at which the off-campus class meets. Some institutions indicate that this list is the same as the reserve list used when the course is offered on the campus.

The table also shows that special laboratory and field-trip provisions are made for off-campus courses. However, institutions did not contribute much information regarding the nature of these special provisions. Some institutions volunteered that they did not offer laboratory science courses for graduate credit on an off-campus basis.

*Enrollments, meeting places, and travel cost for off-campus courses.*—Various administrative problems often arise in conducting off-campus courses. One problem concerns minimum enrollment to warrant offering a course. The selection and perhaps maintenance of suitable places for class meetings is also involved, as well as the frequency and length of meetings. Travel cost for the instructor may also be important—although in many instances he will probably come from the main campus of the institution.

Information was furnished by 113 schools concerning the enrollment necessary before an off-campus graduate course is offered. Of this number, 41 (36.3 per cent) offer a course for ten or perhaps fewer students. An additional 54 schools (47.8 per cent) offer a course for a group of from 11 to 20 students. Seven institutions require more than 20 students, and 11 schools require an enrollment sufficient to pay the expense involved—without elaborating on what "expense" includes.

Of 108 institutions supplying data on frequency of class meetings, 95 or 88.0 per cent have meetings once a week. The other 13 institutions have meetings two or three times a week or according to some such variable as from once to three times per week. The most common length of class meeting is two hours—43 or 41.0 per cent of

the 105 schools reporting on this item indicated two-hour meetings. The next most frequent length of class meeting is three hours, indicated by 26 schools or 24.8 per cent of the 105. Seventeen schools indicated class meetings of between two and three hours, and 7 indicated that their meetings are between three and four hours long. In 12 schools the meetings are less than two hours in length.

Data on meeting places for off-campus classes, and on who pays for the instructor's travel, appear in Table V.

TABLE V  
MEETING PLACES FOR OFF-CAMPUS CLASSES AND  
PAYMENT OF INSTRUCTOR TRAVEL COSTS  
(By Geographical Divisions)

Geographical Divisions	Where do Classes Meet?						Who Pays Travel Costs?			
	At Established Centers—Year After Year		If at Centers, Do Undergraduate Classes Use the Same Centers?		At Different Places From Semester to Semester		No. of schools giving usable data	No. where members of classes taught pay travel costs	No. where school districts represented by class members pay travel costs	No. where the school which records course credit pays travel costs
	No. giving data	No. at centers	No. giving data	No. using same centers	No. giving data	No. meeting at different places				
I	2	3	4	5	6	7	8	9	10	11
New England	11	5	7	4	14	9	0	0	0	0
Middle Atlantic	17	11	27	10	19	16	21	0	1	20
East North Central	13	9	11	8	12	8	12	0	0	12
West North Central	7	5	1	1	7	6	11	1	1	9
South Atlantic	16	11	11	6	12	8	15	1	1	13
East South Central	6	4	3	2	7	6	8	1	0	7
West South Central	19	8	8	5	18	15	22	7	1	14
Mountain	13	10	9	9	9	8	16	4	1	11
Pacific	11	6	7	6	11	10	18	7	4	7
Totals (Number)	113	69	84	51	109	68	123	21	9	93
(Per cent)	100.0	61.1	100.0	60.7	100.0	78.9	100.0	17.1	7.3	75.6

Since the sum of columns 2 and 6 is 222, or 13 more than the total of 209 schools which supplied usable information of some kind for the study as a whole, some schools are apparently represented in both columns. That is, some schools probably hold part of their off-campus classes at established centers, with other classes meeting at temporary locations which change from one semester to another. Of the 113 schools giving information on meeting at established centers, 61.1 per cent indicated that the graduate classes covered by this study meet at such centers. This is about the same percentage as column 5 shows (60.7 per cent) regarding schools using the same centers for both graduate and undergraduate classes. Probably most institutions which

have off-campus centers, and which offer both graduate and undergraduate work on an off-campus basis, use the same centers for both levels of work.

Columns 8 to 11 of Table V show the manner in which the travel cost is met, for instructors who meet off-campus classes at the graduate level, by the 123 institutions which furnished data on this point. The institution in which course credit is recorded pays the travel expense of the instructor giving the course in three-fourths of the cases reported (75.6 per cent). In 17.1 per cent of the cases the members of the classes taught apparently pay some pro-rata assessment to cover the cost. In some instances the school districts, in which the members of the off-campus classes are employed, pay the travel cost.

*Summary and implications.*—This study relates to the practices regarding graduate credit for off-campus study which are followed by 209 institutions that award graduate degrees in Education. Some of the major facts and implications of the study are noted here.

1. Roughly two-thirds of the institutions accept off-campus work for credit toward the master's degree and half accept it for credit toward the doctor's degree. Such credit is not confined to professional work in Education, but extends to subject-matter and other course areas.

2. Publicly supported institutions are more active in allowing graduate credit for off-campus work than private or church schools. This fact may be related to the wide distribution of state teachers colleges which award graduate degrees, although state universities are frequently active in the field.

3. Where advanced degrees are awarded on both thesis and non-thesis options, the credit allowance for off-campus work is usually about the same for both options—although slightly more credit may be allowed under the thesis option.

4. Although off-campus work may be accepted for graduate credit, most institutions require a minimum period of on-campus study. Not many institutions allow more than half of the course requirement for the master's degree to be met by off-campus study.

5. Most schools which allow graduate credit for off-campus courses state that special qualifications are required of instructors who offer the courses. However in many instances these qualifications seem comparable to those required of campus instructors in courses of the same level.

6. Special arrangements for instructional materials are frequently made for off-campus courses. Approximately 90 per cent of the schools reporting stated that such arrangements are made concerning library materials.

7. Schools vary considerably in the enrollment required before organizing an off-campus class at the graduate level. Roughly one-third of the schools organize a class for ten or perhaps fewer students, and another half (47.8 per cent) offer a course upon the demand of from eleven to twenty students.

8. Most schools report that their off-campus classes at the graduate level meet once a week. A two-hour class session is most common—although in several instances the meetings are three hours long.

9. About three-fifths of the schools indicate that off-campus graduate classes meet at established centers. Some of these schools seem also to have classes which meet at different locations from one semester to another.

10. Three-fourths of the institutions report that the cost of instructor travel, involved in giving off-campus work at the graduate level, is paid from the budget of the institution.

The history of American education shows that marked expansion in the elementary school curriculum and in percentage of children attending school occurred during the last quarter of the nineteenth century and the two subsequent decades. Following this development, with a lag of a few decades, secondary schools similarly expanded in scope of educational experience made available and in percentage of youth reached. The pressure for expansion reached the colleges after World War I, and became a flood after World War II. Throughout this period the American people have continuously reached upward for more advanced education.

One important difference between the demands on colleges and universities following World War II in comparison with World War I is the demand for graduate and professional study. Higher education in America now is in a situation similar to that of secondary education at the turn of the century: the people are demanding an expansion of the areas of study, as well as increased accessibility of the locations at which study may be carried on. In consequence numerous institutions of higher education have established branches and centers of instruction away from the original or main campus. In some cases the parent institution has acquired permanent subsidiary plants to



house these "centers," and in other cases the location of the place of instruction is changed from time to time. However if American culture follows the pattern during the next few decades that it has followed during the past century, at least with respect to publicly supported education, there is little reason to expect any significant retraction in the recent expansion which higher education has undergone. The likelihood is for further expansion—although war or similar conditions may substantially affect the direction of that expansion.

Under the circumstances described, one of the demands affecting graduate study will likely be a demand for greater flexibility in conditions under which one may carry on advanced study. This demand will probably be felt earlier in some fields than in others. One might expect such demand to come at an early date from professional and related workers who are employed at scattered points remote from a recognized university and who have completed programs of undergraduate study. Teachers in the elementary and secondary schools are coming increasingly to constitute such a group, as are also some agricultural workers. In some communities the same applies to certain categories of business employees and to scientific and technical workers in industry, as well as to employees in some other vocations.

For several years extension and correspondence courses have pushed college education beyond the limits of the immediate campus. Institutes, short courses, forums, and other activities have contributed toward the same result—although in a less inclusive or systematic way. Most of such efforts have been at educational levels ordinarily considered to be lower than the level of graduate study. However the study of specific problems at the graduate level, particularly on a thesis basis, has often been an off-campus undertaking—e.g., in geology, sociology, archeology.

In many instances the problems with which graduate students should concern themselves can better be studied off campus than on campus. This seems especially true of teachers and administrators in our public schools. After a person has acquired the orientation and background which undergraduate study is intended to provide, the most pertinent problems of teachers and administrators are in the classrooms and communities in which they work. Many of these problems can be more effectively studied in the situations concerned than on college or university campuses. For teachers, the schools of



the country are laboratories for further study and professional growth, much as a science building on a college campus or at a plant of the Atomic Energy Commission may be a laboratory for the advanced work of a nuclear physicist. Moreover the study of problems confronting teachers and many other persons who work in social situations is most likely to improve the conditions involved if the study is carried on in the community where the problem exists. More off-campus courses would probably mean that a larger percentage of the qualified persons would participate in work of the type offered. For study at the graduate level this could contribute to a more general understanding among the American people of the nature of advanced study and of the ways in which such study helps improve our lives and institutions, and could result in greater willingness to provide the financial and other support which advanced study demands.

The data and analysis of the present study suggest that this country is entering an era when colleges and universities will increasingly take graduate study from their campuses to the people: that is, to the people who are qualified for graduate study, who are interested in such study, whose fields of work are such that off-campus study may be as effective as campus work, and whose day-by-day responsibilities in helping carry on the nation's productive labors are such that they cannot readily devote extended periods to residence and study on university campuses.

# Education Abroad

## Overseas Program of the University of Maryland

ALMA H. PREINKERT

THE University of Maryland has extended its services by offering educational opportunities to members of the Armed Forces stationed in Europe and Newfoundland. Growing out of programs offered since 1946 to service personnel stationed around Washington, particularly in the Pentagon, the European Program began in the fall of 1949 with six centers in Berlin, Frankfurt, Heidelberg, Munich, Nürnberg and Wiesbaden. An administrative office was opened in Heidelberg in April, 1950. Planned for an enrollment of 500, the first term's registration reached 1851. Enrollments have continued to increase at a rapid pace and during the second year, 1950-51, 53 centers were in operation with enrollments totaling 6,286. While most of the centers are in the American zone of Germany, there are seven in Great Britain, four in Austria, and one each in Tripoli, Trieste, Paris and Iretia. A center in Munich offers full-time college work for dependents of service personnel, many of whom finished high school overseas.

While the work has been planned primarily for officers and enlisted personnel, civilians are admitted if no military personnel are excluded by their registration.

The work in the European Program is directed toward the Bachelor of Science degree in the College of Military Science and is operated on an accelerated basis with classes meeting two evenings a week for eight weeks. There are five terms in each year, beginning in October, December, February, April and July. The program is administered by the College of Special and Continuation Studies of the University with the valuable assistance and support of the Troop Information and Education Branches of the Armed Services. In addition to the administrative staff at Heidelberg each center has an information and education officer. Foreign language and mathematics teachers are selected from qualified European nationals with full-time supervisors

in each department. Military courses are taught by military men in Europe. Other teachers are appointed at College Park by the respective department heads on the same basis as are other members of the University teaching staff. During the five terms of 1950-51 the teaching staff averaged thirty full-time teachers, fifteen mathematics teachers, ten military science teachers and fifty-five language teachers. Approximately one hundred and twenty-five courses were offered every term including the following subjects: business administration, economics, English, foreign languages, geography, government and politics, history, mathematics, military science, psychology, sociology, and speech.

The success of the project has justified an undertaking which involved the solution of many difficult problems. In its overseas program, the University feels it is making an important contribution to the defense program by meeting the demand of the Armed Services for more education for its personnel and by providing worthwhile activities for the leisure hours of men and women far removed from their normal activities.

## A Guide to German Universities

J. R. BREITENBUCHER

**I**F BY "history" we mean the period elapsed since the founding of an institution it is difficult to generalize in regard to the history of German universities; some are ancient (Heidelberg was founded in 1386), some are young (Hamburg 1919, The Free University of Berlin 1948). If, however, we interpret "history" to signify the common pattern along which these universities have developed we may recognize some traits which characterize more or less all institutions.

The delicately wrought ancient scepter of Heidelberg University, which is displayed and used during festive occasions, shows Christ teaching four figures representing theology, law, medicine, and philosophy. To some extent that symbol represents the original purpose responsible for the founding of the older universities. Just as early American higher education was instituted primarily for the training of clergymen, physicians, lawyers, and teachers, so the old German seats of learning for centuries stressed these four major faculties as centers of study and research. Only during the 19th century were other institutions of higher learning established, all ranking equally high with universities so far as entrance requirements and final achievements are concerned. Among them should be mentioned the Institute of Technology, Colleges of Commerce and Economics, Agricultural and Veterinary Colleges, Schools of Mining, and Academies of Music and the Fine Arts.

By requirements for admission we mean in all cases the "Abitur." The Abitur is a certificate issued after the successful completion of any of several types of secondary school training. Today all children attend the public schools for 4 years; those planning to prepare themselves for advanced studies then enter the Gymnasium where classical languages and the humanistic studies are emphasized, or the Real-schule which stresses modern foreign languages, the natural sciences, and the social sciences. At the conclusion of 8 or 9 years the students take a state examination which, if successfully passed, entitles them to the Abitur. Although approximately 17 per cent of all children in the U.S. zone start in secondary schools, fewer than 6 per cent finish them.

The students now petition for admission to a faculty. Here it may

be stated that the term faculty signifies not merely the staff but includes the student body as well. A committee of admission composed of professors and advanced students examines the applications, rejects some and requests the others to appear for interviews. It may be interesting to cite at least one figure which illustrates actual conditions in this connection. At Heidelberg for the second semester 1950, 2,209 petitions were received, but only 742 could be admitted due to space and housing shortages.

The new student confers with his Dean who advises him in regard to schedule and study plan. For the first four semesters most students simply attend lectures in their major and related fields. Only during their last semesters are they admitted to seminars where they prepare papers, exercise critique, and generally enter into class discussions. It is in these seminars that the professor learns to evaluate the student's actual knowledge and background; frequently he will advise the participant of a seminar to attend supplementary courses which would complete his mastery of a given field. When the professor is satisfied that a student has the necessary qualifications for writing a dissertation, he accepts him or assigns him to someone for that research; the student then becomes a candidate for a degree.

Obviously the German system of higher education differs considerably from that practiced in the United States. The fact that no attendance is kept during lectures and that no final course examinations are required has merits and disadvantages. German university educators adhere to the belief that a student comes to them with a sincere desire to learn; they are convinced that they are dealing with mature people who are not wasting their time. Formerly that assumption was frequently fallacious; today's students, however, are serious and anxious to finish as rapidly as possible.

In connection with student life it should be mentioned that practically all students live in private rooms in town; few universities have dormitories although great strides in erecting such buildings have been made recently with the assistance of an elaborate Special Projects program initiated by Mr. McCloy, U.S. High Commissioner for Germany. Students take their meals in the Mensa, the student dining room, or they eat in restaurants; a survey conducted at Heidelberg showed that about 70 per cent of present-day students eat only one meal in a dining room, the other two they prepare themselves in their room.

Comparatively little interest is shown in extracurricular activities. There exist, of course, various sport organizations, orchestras and choral societies, and there are fraternities. In former days the latter were renowned for their colorful processions, their duelling, and their heavy drinking. Today there is little place for such outdated traditions and faculty and students alike realize that pomp and class distinction are things of the past. The only danger for a revival lies with the alumni groups, the *Alte Herren*, who frequently wish to relive in the younger generation their own romantic student days. To counteract such trends the occupation authorities have encouraged the formation of new student organizations which carry as their aims discussion meetings and interest in contemporary problems and which any student regardless of creed, race, or social background may join. As a whole not too much sleep is lost over the possibility of any resurgence of the old-type *Verbindungen*; at present only about 10 per cent of the students belong to fraternities. Sororities do not exist even though women account for about 25 per cent of the total enrollment.

One word about student self-government. Each institution has an ASTA (*Allgemeiner Studenten Ausschuss*), a student council, to which members are elected each semester by a system of democratic ballot casting with the various faculties represented in proportion to their enrollment. The members of this student council carry important responsibilities during their term of office, in some instances inherit even greater rights than their American counterparts. In all *Hochschulen* ASTA representatives are invited to any senate or faculty meeting which deals with problems involving student affairs.

A student can live on the German economy at a comparatively reasonable budget. 50 DM\* for a room and 150 DM for food are average monthly expenses. Incidentals, such as transportation, amusements, etc. are to be added according to individual living habits. Tuition fees range from 150-250 DM per semester; books will cost approximately 125 DM for the semester, although for medical students textbook costs run considerably higher.

Semesters run from October 15 to March 1 and from April 15 to August 1. The periods between semesters are necessary for the completion of outside reading assignments, laboratory work, and preparation for final examinations as well as those examinations themselves.

The teaching staff of a university is recruited quite differently from

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\* The Deutschemark at present exchange is about 24 cents.



the methods employed in America. When a young graduate, who has finished his doctorate, decides to enter the university teaching career he usually obtains an assistantship in his department. As assistant he may and usually does give a course in his specialty and aids the professors in conducting seminars. He also prepares his first major work for publication and after three or four years he is examined by a committee of representatives from all divisions or faculties; he must deliver a public lecture which is attended by most of the members of his chosen faculty. On the basis of these accomplishments the university decides whether it will grant him the right to lecture as a Dozent, a state ministry approved instructor. Unfortunately, the Privatdozenten are paid very little and it may take years before they receive a call from some department to a professorship. Since all professors are state employees with life tenure but limited in number by the German ministry, openings occur only through retirement or death of older members. Whereas professors are well paid, teach comparatively few hours, are constantly engaged in research and guidance for doctor's candidates, younger instructors hardly make ends meet. Steps are at present under way by an association of non-professorial staff members to remedy this condition.

All members of a faculty meet at the call of the Dean, all full professors of a faculty meet once a month. The latter elect from among themselves a Dean for a one year term. The full professors of all faculties elect from among themselves a Rector (President) for one year. In addition they elect a First Senator who usually becomes next year's Rector. Each retiring Rector automatically acts as Prorector (Vice-President) for one year after his retirement from office. In this manner a man is intimately connected with administrative duties for at least three years. It also means that at any given time there are at least 15 to 20 staff members with administrative experience.

Since 1948, when universities in Western Germany were again permitted to accept foreign students, the number of non-German applications for admission has been increasing steadily. It is not necessary here to repeat the many advantages derived from a period of study in a foreign country; any person who has studied abroad will testify to the benefits of such an experience. Today, perhaps more than ever, we need and should encourage the interchange of students from the different nations; mutual understanding and closer relationships are certainly highly desirable in our present world of confusion and distrust. Generally speaking, German scholarship and respect for

research have regained much of their pre-Hitler reputation, faculties are again staffed, libraries and institutes are being rebuilt and equipped. Americans contemplating one or more years of study in Germany should, however, consider carefully certain facts before reaching a final decision on whether and where to apply for admittance.

One of the prime requisites is a good command of the German language; classes are conducted by professors who pride themselves on delivering lectures in the best German style. Since, in addition, courses are seldom general in content but usually cover rather specific topics in the particular field of study, a mature mind and solid background in the subject matter are required. It is much wiser to attend a German institution of higher learning as a graduate student than as an undergraduate.

Most important among all considerations should be the scholars under whose guidance one plans to study; the selection of a university should definitely be secondary. In present-day Germany there exists no perfect university; each institution has her famous teachers, each has vacant chairs or weak departments. The following information concerning fields of study might serve as a guide; the list does not claim to be complete but should be of assistance in determining a choice.

In general terms Göttingen, Heidelberg and Marburg rank first for Protestant Theology, München, Münster, and Würzburg for Catholic Theology. Among the best universities for the study of Law, Frankfurt, Freiburg, Göttingen, Heidelberg, München, and Tübingen are to be named. The outstanding Medical Schools are certainly Frankfurt, Göttingen, Hamburg, Heidelberg, and München. For the Natural Sciences Göttingen deserves definitely first place, although in certain departments Heidelberg, Tübingen, and others are strong contenders. The Philosophical Faculties are the most difficult to rank because of the variety of departments.

Here then is the list of subjects and eminent scholars in the different institutions of higher learning, arranged alphabetically by universities:

#### *Protestant Theology*

*Old Testament:* Heidelberg (v. Rad), Marburg (Balla), Tübingen (Ellinger).

*New Testament:* Erlangen (Stauffer), Göttingen (Jeremias), Marburg (Bultmann).

*Church History:* Göttingen (Wolf, Dörries), Heidelberg (v. Campenhäusen, Bornkamm), Marburg (Benz), Tübingen (Ebeling).

*Systematic Theology:* Erlangen (Elert, Althaus), Göttingen (Gogarten, Iwand), Heidelberg (Schlink, Brunner), Marburg (Frick), Tübingen (Thielicke).

#### *Catholic Theology*

*Dogmatics:* München (Schmaus), Münster (Volk).

*Scholastic Philosophy:* Tübingen (Geiselmann).

*Church History:* Münster (Steffes, Schreiber), Würzburg (Wunderle, Hasenfuss).

*Moral Theology:* Bonn (Schöllgen), München (Söhngen, Egenter).

*Old Testament:* Würzburg (Ziegler).

*Liturgy:* München (Pascher).

#### *Law*

*History of Law and Roman Law:* Frankfurt (Coing), Freiburg (Pringsheim, Wieacker, Beyerle), Göttingen (Thieme, Flume, Niedermeyer), Hamburg (Genzmer), Heidelberg (Kunkel, Ulmer, Weber), Marburg (v. Hippel), München (Mitteis, San Nicolò), Münster (Kaser).

*Criminal Law:* Göttingen (Welzel, Bockelmann), Heidelberg (Engisch),

*Public Law:* Bonn (Friesenhahn), Frankfurt (Hallstein), Freiburg (Grewe), Göttingen (Weber, Raiser), Heidelberg (Jellinek), Marburg (Schwinge).

*International Law:* Frankfurt (Mosler), Göttingen (Kraus), Heidelberg (Geiler), München (Kaufmann).

#### *Medicine*

*Anatomy:* Bonn (Stöhr), Göttingen (Elze), Heidelberg (Hoepke), Marburg (Benninghof).

*Physiology:* Frankfurt (Wezler), Göttingen (Rein), Heidelberg (Schaefer).

*Pathology:* Freiburg (Büchner), Heidelberg (Randerath).

*Hygiene & Bacteriology:* Frankfurt (Schlossberger), Heidelberg (Habs), Marburg (Schmidt).

*Pharmacology:* Berlin (Heubner), Düsseldorf (Weese), Göttingen (Lendle), Heidelberg (Eichholtz).

*Internal Medicine:* Bonn (Martini), Freiburg (Heilmeyer), Hamburg (Jores), Heidelberg (Siebeck, Oehme), München (v. Bergmann).

*Pediatrics:* Freiburg (Noeggerath), Göttingen (Kleinschmidt), Tübingen (Nitschke).

*Psychiatry and Neurology:* Hamburg (Bürger-Prinz, Pette), Heidelberg (v. Weizsäcker, Schneider), Mainz (Ruffin), Marburg (Villinger), Tübingen (Kretschmer).

*Surgery:* Bonn (Redwitz), Frankfurt (Geissendörfer), Freiburg (Rehn), Heidelberg (Bauer), Köln (Toennes), München (Hohmann, Frey).

*Gynecology:* Göttingen (Martius), Heidelberg (Runge), Marburg (Kaufmann), Würzburg (Burger).

*Ophthalmology:* Frankfurt (Thiel), Hamburg (Marchesani), Heidelberg (Engelking), München (Wessely).

*Dermatology:* Bonn (Grütz), Heidelberg (Schönfeld), München (Marchionini), Tübingen (Gotttron).

*Otorhinolaryngology:* Heidelberg (Seiffert), München (Brünings).

*Cancer Research:* Frankfurt (Rajewsky), Heidelberg (Lettré).

### *Philosophy*

*Philosophy-Psychology:* Erlangen (Kuhn), Freiburg (Fink, Müller), Heidelberg (Gadamer, Hellpach), Köln (Volkmann-Schluck), Marburg (Ebbinghaus), Tübingen (Krüger, Spranger).

*Indogermanic Philology:* Bonn (Weisgerber), Tübingen (Krahe).

*Classical Philology:* Frankfurt (Reinhardt), Göttingen (Latte), Hamburg (Snell), Heidelberg (Regenbogen), München (Klinger), Würzburg (Martin).

*Germanic Studies:* Freiburg (Rehm, Maurer), Heidelberg (Kienast, Böckmann), Köln (Sengle), Münster (Trier, v. Wiese), Tübingen (Kluckhohn, Schneider).

*English Studies:* Bonn (Schirmer), Erlangen (Schücking), Heidelberg (Flasdieck), Köln (Papajewski), München (Clemen).

*Romanic Studies:* Bonn (Curtius), Freiburg (Friedrich), Heidelberg (Hess, Meier), Köln (Schalk), München (Rohlf), Münster (Lausberg), Tübingen (Gamillscheg).

*Oriental Studies:* Bonn (Kahle, Paret), Göttingen (v. Soden), Heidelberg (Falkenstein), Tübingen (Littmann, v. Glasenapp).

*History:* Frankfurt (Vossler, Kim, Gelser), Freiburg (Ritter), Göttingen (Kaehler, Schramm, Heimpel), Heidelberg (Ernst, Kühn, Fuchs, Schaefer), Marburg (Wagner), München (Schnabel), Münster (Grundmann, Stier, v. Raumer).

*Archaeology-Art History:* Bonn (v. Einem, Lützel), Freiburg (Bauch), Hamburg (Schöne), Heidelberg (Paatz), Köln (Kauffmann), München (Jantzen).

*Musicology*: Freiburg (Gurlitt), Göttingen (Gerber), Heidelberg (Georgiades).

*Geography*: Bonn (Troll), Hamburg (Kolb), Heidelberg (Pfeifer).

*Sociology-Economics*: Bonn (v. Beckerath), Frankfurt (Meyer, Horkheimer), Göttingen (Kromphardt), Heidelberg (Weber, Rüstow, Preiser), Kiel (Schneider), Köln (Wessels), Marburg (Albrecht), Münster (Hoffmann), Tübingen (Peter, Brinkmann).

#### *Mathematics—Sciences*

*Mathematics—Astronomy*: Hamburg (Heckmann), Göttingen (Hasse, ten Bruggencate), Heidelberg (Kopff, Seiffert, Kienle).

*Physics*: Göttingen (Heisenberg, Pohl, Hahn, Kopfermann), Heidelberg (Bothe, Jensen, Haxel), Kiel (Unsöld), Marburg (Walcher), München (Gerlach), Würzburg (Uhlenkamp).

*Chemistry*: Bonn (Hölferich), Göttingen (Brockmann, Bonnhöfer), Heidelberg (Kuhn, Freudenberg), Kiel (Klemm, Grewe), Köln (Alder), Marburg (Meerwein, Jost), Tübingen (Butenandt, Wittig).

*Geology*: Bonn (Cloos), Göttingen (Bederke), Heidelberg (Ramdohr).

*Zoology*: Heidelberg (Ludwig), München (v. Frisch), Tübingen (Hartmann, Kühn).

*Botany*: Braunschweig (Gassner), Freiburg (Oehlkers), Heidelberg (Seybold), Tübingen (Bünning).

In addition to universities there exist, of course, other institutions of higher learning. Heidelberg and Mainz Universities have affiliated with their philosophical faculties interpreter institutes (Dolmetscherinstitute) where the language and culture of various countries are taught.

Instruction in agriculture or veterinary science is offered at Bonn, Giessen, Hannover, Hohenheim, Kiel, and München.

Institutes of Technology are located in Aachen, Berlin, Braunschweig, Darmstadt, Hannover, Karlsruhe, München, and Stuttgart.

Two cities, Mannheim and Nürnberg, have Colleges of Business Administration.

In conclusion I should like to call to the attention of any prospective student the book "Deutscher Hochschulführer," edited by the Verband Deutscher Studentenschaften, Wilhelm Stollfuss Verlag, Bonn (DM 3.50). Much valuable information, general and specific, is contained in its 200 pages.

## Education in Greece

A. H. SASSANI

THE Greek State was established after a long and bitter fight for independence between 1821 and 1828. The country, located at the southern tip of the Balkan peninsula with a population of only 7,780,000 (1948) and an area of 50,527 square miles, has been made a battleground on several occasions. In addition, foreign occupations and violent civil wars have greatly aggravated the plight of the people. The country has suffered heavy losses in men and materiel. Under such conditions the nation has made attempts to reorganize the educational system and bring about reforms.

### ELEMENTARY EDUCATION

A real effort to modernize the educational system was made during the years 1917-20, when the country was at war. Nursery and kindergarten education had not even been started; in fact, it is still in the developmental stage. This type of education is provided only in a few provinces and is very limited.

Elementary education had been compulsory since 1834, but during the period 1917-20, the school leaving age was raised to 12 and in 1926 was changed to 14. The old 3-grade system was replaced with an integrated 6-year elementary school, followed by 6 years of secondary education. The present-day picture of the elementary education is not bright either. According to the report of the ministry of Education for 1948-49, one-third of the 8,851 elementary schools were not in session. This situation was particularly unfortunate for the smaller villages, since of the 2,942 schools which were not working, 2,209 were one-room elementary schools. Approximately 60 per cent of the primary schools are one room and have only one teacher for all six classes. Of the 8,831 elementary schools, only 579 provide a complete 6-year elementary education. The writer visited a number of these elementary schools both in Athens and in the smaller villages some 40 miles away. Many of the one-room rural elementary schools lack all the necessary instructional facilities such as blackboards, textbooks and maps and the classrooms are crowded, unsanitary, and very much dilapidated. The qualifications of teachers and



the quality of instruction in such schools are also mediocre.

The number of children attending elementary schools has fallen sharply. For example, in 1938-39, there were 1,015,895 registered at private and public schools, of whom 937,585 attended. In 1948-49, the corresponding numbers were 962,710 and 866,413. The falling off in attendance seems to be greatest after the fourth year of the elementary school. There are half as many pupils in the fifth as in the first and only one-third as many in the sixth grade. This may mean that many children (even with a Greek compulsory law of attendance) only receive 4 years of elementary education and leave school at the age of 11. This is for the most part due to the disordered conditions in the country as well as the financial difficulties which have practically crippled the nation.

#### SECONDARY EDUCATION

Under the old system, which was introduced to the country by the first Greek King in 1828, there was a 4-year elementary school followed by a 3-year intermediate (Hellenic) school and then by a 4-year gymnasium. The Hellenic schools were designed for the sons of the lower middle class.

The Greek secondary school system until 1929 consisted of the 3-year Hellenic school, the 3-year gymnasium, and the so-called 4-year incomplete gymnasium. There was also a 6-year practical lyceum. The gymnasium, the incomplete gymnasium, the practical lyceum in a way formed a sort of transitional system between the elementary and the secondary school system. Pupils of the fourth grade in the 6-year elementary school could enter the Hellenic school. Similarly the graduates of the fifth or sixth year of the elementary school could be admitted to the second or third year of the Hellenic school. However, in order to be qualified for the first year of the gymnasium, the students had to be graduates of the third year of the Hellenic school. Apparently such an organization was very cumbersome, and there were too many different kinds of schools, particularly of the lower classes.

By the law of December 13, 1929, the secondary schools were reorganized, and the following system was introduced: 6-year gymnasium without the required or compulsory subject of Latin, and the 6-year practical lyceum which gave special attention to the natural sciences and mathematics. Latin was made elective in the gymnasium,

but it was not offered in the lyceum. Both the gymnasium and lyceum consisted of two branches, namely, lower branch of 2 years and an upper branch which consisted of the third to the sixth year.

The graduates of the second year could register interchangeably in the third year of either gymnasium or lyceum. In the places where

#### CURRICULUM FOR BOYS' HIGH SCHOOL

Subjects	Hours per week by school year						Total
	1st	2nd	3rd	4th	5th	6th	
Religion	2	2	2	2	2	2	12
Ancient Greek	8	8	8	9	9	9	51
Modern Greek	3	3	3	3	3	3	18
Latin	—	—	3	3	3	3	12
French	4	3	3	3	2	2	17
History	3	3	3	3	2	4	18
Mathematics	3	4	3	3	4	5	22
Science	3	3	3	3	3	4	19
Geography	2	2	2	1	1	—	8
Hygiene	—	—	—	—	1	—	1
Craftsmanship	2	2	1	1	1	—	7
Music (Singing)	2	2	1	1	—	—	6
Philosophy	—	—	—	—	2	2	4
Physical Education	3	3	3	3	3	3	18
Grand Total	35	35	35	35	36	37	213

institutions of the two types existed, both could be unified in one school. Then the first two years were fused and the third year bifurcated into a practical lyceum and the gymnasium. Generally the lower 2-year gymnasium was designed especially for the smaller towns.

There are now 471 secondary schools in Greece, including 82 branch schools established during the occupation. And of these, 105 are private schools. There are only 38 secondary commercial schools. An attempt had been made before the war to develop a type of secondary technical school which would give 3 to 4 years of education, and of this type only 8 are now in operation.

The school year begins on September 15 and ends on June 20 of the following year. It is divided into 3 semesters, interrupted by the Christmas vacation (from December 24 to January 7), the Easter vacation (7 days) and the main vacation which lasts from July 1 to September 14. Each class is given a 50-minute period followed by a recess of 10 minutes. Thursday and Saturday afternoons are for gymnastics (calisthenic exercises). Coeducation is general, although in the cities where there are girls' gymnasiums, the girls may not enter

the other schools. The promotion of the students depends upon their regular attendance and their grades. The studies are completed at the end of the sixth year by taking the "maturity" examination, which is usually held in the first half of July. During the second half of September examinations are held only for those who were unable to pass

## CURRICULUM FOR GIRLS' GYMNASIUM

Subjects	Hours per week by school year						Total
	1st	2nd	3rd	4th	5th	6th	
Religion	2	2	2	2	2	2	12
Ancient Greek	7	7	8	9	8	9	48
Modern Greek	3	3	3	3	3	3	18
French	3	3	3	3	2	3	17
History	3	3	3	3	3	3	18
Mathematics	3	3	3	3	3	4	19
Science	3	3	3	3	3	4	19
Geography	2	2	2	1	1	—	8
Hygiene	—	—	—	—	2	—	2
Craftsmanship	2	2	1	1	1	—	7
Music (Singing)	2	2	1	1	—	—	6
Home Economics	1	1	1	1	1	1	6
Philosophy	—	—	—	—	2	2	4
Physical Education	3	3	3	3	3	3	18
Grand Total	34	34	33	33	34	34	202

in a certain number of courses required for graduation. The graduates of the private gymnasiums and lyceum receive only certificates at the end of a year and may then take the official maturity examination. The graduates who have successfully passed this examination are admitted to the universities.

Today the following curriculum for boys' and girls' high schools is in effect in all the public secondary schools with very few exceptions.

All the Greek secondary public schools have the same general classical curriculum which in a way is not consonant with the present day life and conditions. Approximately 46 per cent of the total time is taken up by language study and about 25 per cent of the curriculum is devoted to the study of ancient Greek.

## TEACHER TRAINING

Since 1934, the preparation of the elementary school teachers has been taken care of in the pedagogical academies. Those who wish to enter these academies are required to complete the standard secondary school program. They are also required to pass an entrance examina-

tion in the following subjects: Ancient Greek, Composition in Modern Greek, Modern Greek History, Science, and Mathematics. There are other requirements which the candidate must meet in order to be admitted to these teacher-training institutions.

According to the existing rules and regulations governing these institutions, 40 new students are admitted to each section. For instance, the Athens Teachers College has 3 sections. Therefore, each year 120 students are accepted there. The pedagogical academy offers a 2-year course. The curriculum is as follows: The courses for the first year consist of educational subjects, psychology, philosophy, school hygiene, religion, Greek literature, elements of agriculture, foreign languages, elements of public law, science, physical education, music, technical arts and home economics for girls. Total time per week is about 33 hours, 50 per cent of it being instruction in theory. During the second year, total hours per week are about 38, and the following courses are offered: educational subjects, new currents in education, teaching methods, practice teaching, history of education, school laws, new trends in psychology, metaphysics, school hygiene, religion, Greek literature, elements of agriculture, languages, science, physical education, music, technical arts and home economics for girls. A number of subjects such as school hygiene, religion, Greek literature, and foreign languages for both years have not been offered since 1945 because of the budgetary difficulties.

There is an alarming shortage of teachers. According to the 1948-49 report, out of the 17,213 regular posts, only 16,250 were filled and 1,162 teachers were needed in the schools of Epirus, Macedonia, and Thrace and 260 in the islands. The actual shortage of teachers, however, must be put at possibly 4 or 5 times these figures because the number of teachers should not depend on the number of classes but rather on the actual number of pupils in the schools. For example, during the school year 1948-49, there were 866,413 elementary school children. The required number of teachers in accordance with a reasonable ratio of 1 teacher to 40 pupils is 21,660, whereas there were only 16,250 or 5,410 teachers too few. There are now altogether 13 teacher-training colleges, which train approximately 1,000 teachers a year. Therefore, either the number of such colleges needs to be increased or the facilities of the existing colleges should be expanded. There is, of course, a shortage of teachers at these teacher-training colleges. Out of the total of 44 positions, according to the figures of 1948-49, only 23 were filled. In addition, teachers' salaries are very

low, and there is little encouragement for a young person to enter this profession. There is also a shortage of teachers for the secondary schools. Of the required number of 6,153 teachers, there were only 3,637.

#### MINISTRY OF EDUCATION

All the public elementary and secondary schools, including private schools, teacher training colleges and a few other institutions such as Panteios School of Political Science, come directly under the Ministry of Education. The Ministry of Education has both elementary and secondary education sections. In the elementary section there is a Supreme Council of Education and Directorates of elementary and nursery schools. The General Inspector of elementary education and Inspectors of elementary schools are under the jurisdiction of the Directorate. The Supreme Council, which is in charge of the proposals has authority over the local councils, which in turn have jurisdiction over some 100 small school districts. The Directorate of elementary and nursery schools has executive powers. Similarly there is a Directorate of private schools. The principals and all the school personnel are responsible both to the Supreme Council of Education and the Directorates. The Minister of Education is one of the members of the National Cabinet. The Secretary General is appointed by the Minister and acts as his chief executive officer.

#### HIGHER EDUCATION

There are a few various institutions of higher education in Greece, but only two are multi-faculty universities. One is the National University of Athens which was founded in 1837, and has eight colleges or faculties. The other is the University of Salonica which was established in 1926 and has five faculties. With the exception of medicine, the course of studies in each college generally extends over 4-5 years. The Greek higher institutions of learning which have obtained their status through proper national legislation generally have uniform admission and graduation requirements. In addition to presentation of a diploma or a graduation certificate from a recognized gymnasium, most of the faculties in colleges require a special entrance examination.

For a detailed description of higher education in Greece, the reader is invited to refer to "Higher Education in Greece" by the present author, in *Higher Education*, Vol. 8, No. 2, September 15, 1951, the semimonthly publication of the FSA, Office of Education, Higher Education, Washington 25, D.C.

## Editorial Comment

### *Helping Them Develop Perspective—Our Obligation*

**S**TUDENTS graduating without having even fundamental notions of responsible living; expulsions for cheating; convictions for accepting bribes—the editorial writers and columnists, and even the cartoonists, are devoting a lot of space to these topics. Many are the reasons given for what some of them ask us to believe is a far-reaching moral breakdown among college students. Many are the remedies offered.

It is important to us that the colleges with which we are associated are recognizing that all is not well either on or off the campus, and are experimenting with courses and guidance programs to help remedy the situation. Of greater immediate importance is that we as individuals are doing our part in our everyday contacts with students to help them develop proper perspective. For what other than proper perspective can be an antidote for these ills? And what more than loyal faculties interested foremost in helping students develop can bring about a sense of responsibility among them?

These are some of the important things we must try to help our students understand if we are to do our part in helping them develop proper perspective:

That in being admitted they were accepted as future teachers, doctors, engineers—as potential responsible leaders in every respectable human activity.

That as college students in a democracy they are part of a plan not of furthering a class or of elevating anyone to a special class, but of preparing men and women for loyal and responsible citizenship.

That in awarding scholarships, whether academic or athletic, the aim of the college is not to exploit them, but to help them develop their abilities to their own advantage and to the service of society.

That college sports have much the same relation to those interested in a professional sports career as pre-professional courses have to the person planning to enter a profession; that concentrated professional training must come after college, and that its success will depend on a broad pre-professional experience.

That college life is not something temporary and detached. That there will never again be as opportune a time to cultivate good mental



and physical habits and a proper sense of values as in the college environment; and that an appropriate sense of values is basic to a happy and useful life after college.

That extracurricular and social activities are essential, but only in proportion as they contribute to total development; that prospective employers consider a record of activities significant if it is accompanied by an acceptable scholastic record.

That success as a student will assure success after college only if there is continued effort to be of service. That college training is not job-insurance; that along with the general college training there must be interest in, and planned preparation for, a vocation.

That to cultivate friendships in college is important; that many will be lasting because they are based on interests that will continue to develop.

That a college degree in itself will not assure them of a large financial return; but that if they use their college experience to develop enthusiasm for self-development and usefulness, then they may take advantage of many opportunities which may in turn result in increased earning power.

R. E. M.

### *The College Deferment Program\**

The present college deferment program of the Selective Service System was the result of World War II experiences, postwar analysis, and a resolution of the conflicting demands of many groups for manpower at the present time.

Relatively large numbers of students were deferred during World War II. This fact has often been forgotten by those who favor student deferment, as well as by those who oppose it. There was a legislative provision which protected high school students until they reached a certain age, there was postponement by law until the end of the scholastic year for college students, usable but once, there was a list that grew by leaps and bounds, until late in the war, of all kinds of students to whom consideration for deferment was recommended, and there were the college programs of the Army and Navy. The drain on the manpower available for actual service was just as great if caused by the presence on the campus of the ASTP soldier as if it had been caused by a deferred registrant. Late in the war the need for men, and particularly young ones, forced the reduction of

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college deferment and the assignment of ASTP members to combat units. More than 10 million men were mobilized before these measures were taken.

The Director of Selective Service objected to the ASTP and V-12 programs before they were established. Their operation confirmed every fear and contributed some additional ones. They are a type of deferment operated by the Armed Forces. The students have the privileges of the soldier, sailor, and airman and escape at least temporarily the obligations of the group to which they belong. They increase the strength of the Armed Forces without any corresponding increase in effectiveness. It is shoddy bookkeeping because these students are charged to a purpose without intent to use them in any immediate future for this purpose.

The designation of fields of study to be given consideration had dangerous shortcomings. It approaches the impossible today to decide the fields most important tomorrow. The incentive of deferment from service should not be one to channel students into medicine, the physical sciences, or engineering. Fields of endeavor outside of the more clearly identifiable ones suffer because of inadequate leadership. Experience had shown that the number of critical fields increased as privileges became known.

The war developed a large number of weapons attributable to scientific research and endeavor. It is not surprising that the number of groups claiming to be scientific or technological, or both, multiplied.

When the 1948 Selective Service Act was under consideration, pressures were many and varied upon Congress to protect the training of those who aspired to the professional, scientific, or technological. Their demands were many and looked to total relief from obligation to serve. A general statement of congressional concern was written into the law.

Following the passage of the 1948 act, the Director of Selective Service appointed six committees in the field of educational training.

These committees, after two years of careful study of the problem, came to the conclusion that emphasizing certain fields of activity would not be an effective approach to this problem. It was the feeling of these committees that there was enough uncertainty, and to continue to make forecasts as to numbers or priority would not only be difficult but impossible and that the approach of today and the demands of today might not only be lacking in accuracy but would be

positively misleading. The atomic scientists were cited as a good example. In 1936 they existed only as a speculative group, and any reasonable committee in 1936 would have given scant attention to the providing of any considerable number of individuals to be trained in this field.

The committee, after considering these factors, came to the conclusion that the needs of the country could be best met by giving additional training to men who possessed capacities that normally insure above-average success in college activities.

This having been decided, it became necessary to decide how men of this caliber should be found. The experiences of the educational world revealed that there are two main methods by which individuals may be selected. One, by the performance in college work. The second method had been by testing. It was decided initially to use the combination of the two.

It should be borne in mind that the problems of the current fiscal year, ending June 30, 1952, may be materially different from the following year. The numbers of men to be inducted could probably be met out of present supply of manpower much easier during the present period than in the years to follow. For that reason the Selective Service System had one year in which it could to some extent seek information and experience in testing and in class standing, hoping from this experience to be able to apply wisely the restrictions which seem inevitable in subsequent years.

The principles which were established in the Selective Service college deferment program were to set up a sliding scale which would be predicated on the numbers which the country could afford to permit to remain in training. These numbers were established by a combination of testing and grading to determine the particular individuals who give proof by these means of the best evidence of capacity to do outstanding college work.

This method has been a compromise. It is far less than is being demanded by those who believe that all persons desiring to be engineers or other types of professional men should be permitted to do so. It will not provide the numbers which the wildest demands of industry would require.

The present program was adopted because it provided:

- (a) Local board control in the implementation of the national objective.
- (b) Restatement of the policy that all must serve, with provisions for

premilitary college training by some to the end that they might render greater service after college and with a recognition that some so trained would be required to serve in capacities other than in the Armed Forces.

- (c) Establishment of the policy that selection to be trained would be based on general capacity rather than enrollment in certain fields of study.
- (d) The numbers to be deferred yearly to depend on the estimated need for trained men in nonmilitary activities after consideration of the requirements of the Armed Forces for men.

This, in brief, is the evolution of the present college deferment policy. It is on trial as are all other policies. Its success or failure and the modifications that are inevitable from time to time are the joint responsibility of the educators, the students, the Selective Service System, and the citizens of these United States. How objectively the facts are viewed, how intelligently the conclusions are drawn, and how fearlessly the judgments are administered hold the key of its future effectiveness.

LEWIS B. HERSHEY,  
*Major General, A.U.S.,*  
*Director of Selective Service.*

## A.A.C.R.A.O.

THE Editor wishes to acknowledge with thanks the corrections and additions he has received to the Directory of Registrars and Admissions Officers published in the October number of COLLEGE AND UNIVERSITY. Additional corrections are solicited from those who find their listing incorrect or incomplete.

For reasons of health, Robert S. Linton, of Michigan State College, has found it necessary to be relieved of his responsibilities as Chairman of the Committee on Regional Associations and Regional Associations Editor of COLLEGE AND UNIVERSITY. His resignation has been accepted with genuine regret, and in the earnest hope that he will soon be back to normal strength and vigor. Ernest Whitworth, Associate Registrar, Cornell University, has succeeded Mr. Linton in both capacities.

Robert E. Mahn of Ohio University, Athens, Ohio, a frequent contributor to COLLEGE AND UNIVERSITY and the compiler of its admirable Index, has become a member of the Board of Editors.

The list of Committee assignments in A.A.C.R.A.O., and the Constitution of the Association, are presented herewith. It is planned to make them a regular feature of the January number in each year. The Directory of Regional Associations will appear in the April number.

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C. E. Dammon, Purdue University (Machine Equipment)  
Robert E. Mahn, Ohio University (Glossary)  
Ralph E. McWhinnie, University of Wyoming (Adequacy of Transcripts)  
D. T. Ordeman, Oregon State College (Handbook)  
William Craig Smyser, Miami University (General)  
Herman A. Spindt, University of California (Admissions Policies)  
R. E. Summers, University of Minnesota (Enrollment Trends)  
Ronald B. Thompson, Ohio State University (Report on Credit)  
Clyde Vroman, University of Michigan (High School-College Relations)  
Vincent O'Brien, Fordham University (Service of the Registrar)

*Committee on Office Forms*

Leo M. Hauptman, Chairman, Ball State Teachers College  
Luther E. Bledsoe, Marshall College  
Thomas A. Garrett, Saint Michael's College  
J. Everett Long, West Virginia University  
Howard W. Patmore, University of Southern California

*Committee on International Scholarships*

Enock C. Dyrness, Chairman, Wheaton College  
Roy Armstrong, University of North Carolina  
John R. Little, University of Colorado  
Stella Morris, Colorado A & M College  
Leonard G. Nystrom, Southern Methodist University

*Committee on Co-operation with Governmental Agencies*

G. P. Tuttle, Chairman, University of Illinois  
Charles E. Harrell, Indiana University  
J. C. McKinnon, Massachusetts Institute of Technology  
R. F. Thomason, University of Tennessee  
Roy Armstrong, University of North Carolina

*Committee on Public Relations*

H. L. Heaton, Chairman, A & M College of Texas  
Roy Armstrong, University of North Carolina  
Florence N. Brady, Occidental College  
Ted McCarrel, State University of Iowa  
Charles H. Maruth, University of Denver  
Fred E. Nessell, George Washington University  
William Craig Smyser, Miami University

*Committee on Workshops*

Charles E. Harrell, Chairman, Indiana University  
William L. Carmichael, Georgia Institute of Technology  
James K. Hitt, University of Kansas  
Rebecca C. Tansil, Maryland State Teachers College  
Grace N. Brown, Hood College



*Committee on Constitution and By-Laws*

Ira M. Smith, Chairman, University of Michigan  
 Emma E. Deters, University of Buffalo  
 Fred L. Kerr, University of Arkansas  
 J. Gilbert Quick, University of Pittsburgh  
 R. F. Thomason, University of Tennessee

*Committee on the Clinic for New Registrars and Admissions Officers*

W. F. Adams, Chairman, University of Alabama  
 John Bunn, Bowling Green State University  
 Worth A. Fletcher, Municipal University of Wichita  
 Richard S. Johnson, University of Florida  
 Arthur H. Larson, University of Rochester  
 S. A. Nock, Briarcliff Junior College  
 Mrs. Ethelyn Toner, University of Washington  
 George E. Vander Beke, Marquette University

*Committee on Nominations*

Leonard Nystrom, Chairman, Southern Methodist University  
 Elwood C. Kastner, New York University  
 J. Gilbert Quick, University of Pittsburgh  
 James K. Hitt, University of Kansas  
 Fred Thomason, University of Tennessee  
 Stella Morris, Colorado Agricultural and Mechanical College (Alternate)

*Committee on Resolutions*

George P. Tuttle, Chairman, University of Illinois  
 Ethelyn Toner, University of Washington  
 G. S. Patterson, Wake Forest College  
 Allen C. Conger, Ohio Wesleyan University  
 S. L. McGraw, Concord College

*Budget Committee*

Elwood C. Kastner, Chairman, New York University  
 John E. Fellows, University of Oklahoma  
 Albert F. Scribner, Valparaiso University  
 The President-Elect

*Committee on Regional Associations, 1951-52*

<i>Regional Association</i>	Ernest Whitworth, Chairman, Cornell University
Alabama	William F. Adams, University of Alabama
Arkansas	Fred L. Kerr, University of Arkansas
Colorado-Wyoming	Stella Morris, Colorado State A&M College
Illinois	Guy L. Schuytema, George Williams College
Indiana	G. R. McCoy, Evansville College
Kansas	Lyle W. Hilbert, The College of Emporia
Kentucky	Cleo Gillis Hester, Murray State College
Michigan	Edward G. Groesbeck, University of Michigan
Middle States	E. A. Batchelder, University of Pittsburgh
Mississippi	O. N. Darby, Mississippi Southern College
Missouri	Guy H. Thompson, Southwest Missouri State College
New England	Jordan R. Scobie, Middlebury College

North Carolina	Era Lasley, Guilford College
Ohio	Ronald B. Thompson, Ohio State University
Oklahoma	W. Harvey Faust, East Central State Teachers College
Pacific Coast	Ethelyn Toner, University of Washington
South Carolina	Eula Barton, Woman's College, Furman University
Southern	Roy Armstrong, University of North Carolina
Tennessee	James L. Buford, Vanderbilt University
Texas	Henry Y. McCown, University of Texas
Upper Midwest	Ruby McKenzie, University of North Dakota
Utah	J. A. Norton, University of Utah
Virginia	Ira Miller, Eastern Mennonite School
West Virginia	Luther E. Bledsoe, Marshall College
Wisconsin	Leonard Haas, Wisconsin State College at Eau Claire

## CONSTITUTION OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

### ARTICLE I. NAME

The name of the organization shall be the American Association of Collegiate Registrars and Admissions Officers (hereafter referred to as the A.A.C.R.A.O.).

### ARTICLE II. PURPOSE

The purpose of this Association shall be to promote the advancement of higher education in its fullest and broadest implications.

Section 1. This organization shall aim specifically to advance and professionalize the office or offices of admissions, registration, and records as established and authorized particularly in our member institutions as well as in other institutions worthily serving the cause of higher education. Any auxiliary educational activity directed toward the attainment of this aim is within the purpose of this Association. It is not an accrediting agency.

Section 2. Among the activities accepted and understood to be within the established authority and jurisdiction of this Association for the fulfillment of these purposes and aims are the following: (a) the holding of annual conferences or conventions, (b) the publication of regular or special bulletins, (c) the promotion of affiliated associations of regional jurisdiction, (d) the sponsoring of area meetings, (e) the conducting of co-operative investigations, studies, and surveys, either on the initiative of this Association or in joint responsibility with other organizations of similar general purpose, (f) the dissemination of information on problems of common interest to its members.

### ARTICLE III. MEMBERSHIP

Section 1. Membership is institutional. Any institution of higher learning in the United States officially recognized by the U. S. Office of Education, or any institution in any other country approved by the Executive Committee of A.A.C.R.A.O., is eligible for membership. Each institutional membership entitles the institution to one vote, except that an institution with two individuals holding co-ordinate rank in responsibility for admissions or registration or records is entitled to two voting memberships. In institutions where more than two officers are responsible for these duties, each additional officer may become an associate member of the Association upon payment of a fee, be listed under the institutional membership, and receive the publications of the Association. The administrative head of the institution may designate the voting representative(s).

Section 2. Separate divisions of colleges and universities of complex organization recognized and administered as independent or semiautonomous institutions (except for restrictions imposed by law or charter) may be considered institutions within the meaning of this article, as determined by the Executive Committee, and each of these divisions shall be eligible to membership.

Section 3. Honorary Personal Membership. Individuals may be recommended to the Executive Committee for honorary personal membership by any institutional representative listed by the Association. Election to honorary personal membership will rest with the Executive Committee, but only those who continue in some educational work, who are retiring from active service, who have been in the profession long enough, or who have been sufficiently active in the Association to warrant the assumption that they are interested in the Association's progress, will be elected by the Executive Committee.

#### ARTICLE IV. OFFICERS

Section 1. The officers of the Association shall be a president, a first vice-president, a second vice-president, a secretary, a treasurer, and an editor. All officers, except the editor, shall be elected by ballot at the annual meeting, a majority vote of those present and voting being necessary to elect. The editor shall be appointed by the Executive Committee. With the exception of the treasurer and editor, the elected officers shall hold office from the adjournment of the meeting at which they are elected until the adjournment of the meeting at which their successors are elected. The treasurer shall hold office from the beginning of the fiscal year following his election until the close of the fiscal year in which his successor is elected. With the exception of the editor and treasurer, no officer shall be eligible to serve more than one term consecutively in any office.

Section 2. The officers named in Section 1, together with the immediate past president, the chairman of the Committee on Special Projects, and the chairman of the Committee on Regional Associations, shall constitute an Executive Committee, with power to fix the time and place of the next annual meeting as provided in the bylaws, to assist the president in arranging the program, and to make other necessary arrangements. The Executive Committee shall conduct the business of the Association in the period between the annual meetings.

#### ARTICLE V. AMENDMENTS

This constitution may be amended at any annual meeting by a two-thirds vote of the members present and voting, provided that notice of the proposed amendment has been sent to the members at least one month in advance of the meeting. An amendment not thus proposed in advance may be adopted by a four-fifths vote of the members present and voting.

#### BYLAWS

##### ARTICLE I. FEES

Section 1. The annual institutional membership fee shall be \$15.00. For each additional membership from a member institution the fee shall be \$5.00. Each membership fee shall include a subscription to *College and University*, and one copy each of other publications of the Association.

Section 2. Any member who shall fail to pay annual dues before the close of the fiscal year will, after written reminder from the treasurer and after approval of the Executive Committee, be dropped from the list of members.

Section 3. A convention registration fee to be determined by the Executive Committee shall be paid by each active (voting) and associate member attending the convention.

Section 4. There shall be no membership or registration fee for honorary personal members. Such members shall be given complimentary subscription to *College and University*.

#### ARTICLE II. MEETINGS

Section 1. The Association shall hold an annual meeting in April of each year, the location and date to be chosen by the Executive Committee, which shall also have the power to advance, postpone, or omit an annual meeting in case of emergency.

Section 2. The geographical rotation scheme for the location of meetings, as adopted at the Atlanta convention in 1927, shall be followed; provided, however, that for good and sufficient reason, a variation may be made in any year by action of the Executive Committee or by vote of the Association.

#### ARTICLE III. TERM OF OFFICE AND DUTIES OF OFFICERS

Section 1. The president and the two vice-presidents shall hold office for one year each. The secretary and the treasurer shall hold office for three years each. The editor shall begin his term of office with the October issue of *College and University* and shall hold office until his successor is appointed. He shall hold office for a term of three years and shall be eligible for reappointment. Should any annual meeting be omitted, or the time for it be changed, the time between two consecutive meetings shall be counted as one year in the administration of the provisions of this section.

Section 2. The president shall assume full responsibility for all the general activities of the Association, conduct all necessary correspondence with the members in regard to the annual program, and with the assistance of the Executive Committee, arrange the program. All bills must be approved by the president before payment.

Section 3. The first vice-president shall act as the chief assistant to the president and shall succeed to that office in case it becomes vacant.

Section 4. The second vice-president shall have charge of the campaign for extending the membership of the Association. This officer, together with the president and treasurer, shall, in doubtful cases, determine eligibility for membership in the Association. He shall succeed to the presidency in case of a vacancy in both of the preceding offices.

Section 5. The secretary shall be the custodian of the records of the Association and shall keep a cumulative index of the proceedings. He shall keep the minutes of the annual meeting and of the meetings of the Executive Committee.

Section 6. In addition to the usual duties of the office, the treasurer shall keep an accurate list of the members of the Association and collect the membership dues. He shall report changes in the membership list to the president, second vice-president, and editor. He shall secure the approval of the president on all bills before payment. He shall prepare an informal report to be presented to the members of the Association at the time of the annual meeting. At the close of the fiscal year, he shall make a complete formal report, audited by a certified public accountant, to be presented to the Executive Committee for publication in the next issue of *College and University*. The expense of the audit shall be defrayed by the Association. The treasurer shall be bonded in an amount decided by the Executive Committee.

Section 7. The editor shall edit, publish, and distribute *College and University* and any other official publications issued in the name of the Association.

Section 8. The Executive Committee shall have authority between annual meetings to fill any vacancy not otherwise provided for in this article.

## ARTICLE IV. REGIONAL ASSOCIATIONS

Section 1. The Association shall encourage the formation of regional associations, each with the right (a) to determine its own constitution in accordance with local needs but in every respect consistent with the constitution of the A.A.C.R.A.O.; (b) to determine its own boundary lines with due consideration for those of existing regional associations, and to determine its own membership of collegiate institutions or the appropriate officers thereof; (c) to elect its own officers, to conduct its meetings according to regional interests and needs, and to determine its membership fees, number of meetings, etc., except as hereinafter provided.

Section 2. Regional associations are regarded as affiliated with the A.A.C.R.A.O. and are encouraged to submit to the editor for publication in *College and University*, subject to his approval, the programs and proceedings of their annual meetings, and such papers, studies, or projects as will be of general interest.

## ARTICLE V. COMMITTEES

Section 1. There shall be a Budget Committee consisting of the past president, who shall act as chairman, the retiring president, the incoming president, and the treasurer. Should any of these members be unable to serve, the retiring president shall appoint a substitute.

Section 2. There shall be a standing Committee on Special Projects of five or more members, each member to be appointed by the president for a term of three years, whose duty it shall be to supervise any special projects referred to it by the Association, to co-ordinate so far as possible the activities of the Association and of individuals or groups of individuals in educational research, and to collect and disseminate information concerning study projects undertaken by various individuals.

Section 3. There shall be a standing Committee on Regional Associations whose duty it shall be to advise and to co-ordinate the work of the regional associations. Its membership shall be determined and be appointed by the president.

Section 4. The chairman of the Committee on Special Projects and the chairman of the Committee on Regional Associations shall be appointed by the president for a term of three years, and they shall be eligible for reappointment for a second term of three years.

Section 5. There shall be appointed by the president a Nominating Committee of five members, two of whom shall be members of the Nominating Committee of the previous year, whose duty it shall be to select nominees for the several elective offices and to report to the Association on the second day of the annual meeting. At this time, opportunity shall be given for additional nominations from the floor.

Section 6. The editorial staff shall consist of the editor and nine associate editors appointed annually by the editor. The editor shall be responsible for the distribution of work among the associate editors.

Section 7. The president shall be *ex officio* a member of all committees except the Nominating Committee.

Section 8. Nothing in this article shall be construed as preventing the appointment of additional standing or special committees deemed necessary for the work of the Association.

## ARTICLE VI. FISCAL YEAR

The fiscal year of the Association shall extend from June 1 to May 31.

## ARTICLE VII. AMENDMENTS

These bylaws may be amended at any annual meeting by a majority vote of the members present and voting, provided that notice of the proposed amendment has

been sent to the members at least one month in advance of the meeting. An amendment not thus proposed in advance may be adopted by a two-thirds vote of the members present and voting.

## James R. Sage

JAMES R. SAGE, Registrar of Iowa State College at Ames, and President in 1936-37 of A.A.C.R.A.O., died on November 13 after a long illness.

Mr. Sage was born at Cardington, Ohio, on June 15, 1889. He received the B.A. degree with a major in engineering from The Ohio State University in 1912, and the M.S. degree in mathematics from Rose Polytechnic Institute in 1915. In the same year he joined the staff of Iowa State as an instructor in mathematics. He was advanced to associate professor in 1919, and in 1920 became the first full-time registrar of that institution.

He was quiet and unassuming, but his humor and his friendliness won him recognition and esteem in the Association. He attended annual meetings faithfully, even as late as the San Francisco convention of 1950, when his failing health made it necessary for him to walk with a cane. His last birthday, in June, was greeted with a deluge of birthday cards from fellow registrars, to which he responded with a cheerful and courageous circular letter of thanks.

His hobbies were his garden and his color photographs of gardens and flowers. He will long be remembered in the Association for his quiet wisdom, his unassuming counsel, and his capacity for making friends.

His wife, the former Jessie May Ewing, of Emporia, Kansas, whom he married in 1915, survives him.



## Book Reviews

S. A. N.

Lindquist, E. F., *Educational Measurement*, Washington, D. C.: American Council on Education, 1951. Pp. 819.

It is not often that a book, written by several authors, is characterized by unity, continuity, and uniformity of treatment. In the production of this volume, editor Lindquist has done a masterful job of navigating his collaborators toward a given objective. A blurb on the jacket states, "The aim of the many authorities and specialists was to make readily available and understandable to students and measurement workers in general everything of real importance that has been learned to date about the theory and technique of educational test construction and administration." This the authors have almost succeeded in doing. Without a doubt, they have produced the best treatment to date of this subject. Students of education have long been handicapped because there were so few "standard" textbooks; instead, they have been confronted with a parade of opportunistic offerings. This book gives promise of long remaining the basic treatment of the theory and practice of achievement tests, comparable to Gray's *Anatomy* and similar works in other professional fields.

The organization is simple and the typography is restful and attractive. There are three main divisions: "The Functions of Measurement in Education," "The Construction of Achievement Tests," and "Measurement Theory." Admissions officers and counselors will find twenty-two pages devoted to the "Use of Measurement in Admissions Procedures." Part II, on Test Construction, would be particularly helpful to college instructors, who are the poorest makers of tests. The illustrations of ways of preparing objective tests are excellent. One minor omission is that the authors missed a good opportunity to offer suggestions for the objective reading and marking of essay examinations.

Here we have an easily read and sound explanation of testing that deserves to be in every school building, college department, and library in the country. Graduate students will find it indispensable for their courses in measurement and in preparing their comprehensive examinations.

It is NOT for undergraduate students, except as a reference.

C. O. WILLIAMS

*Pennsylvania State College*

Wrenn, C. Gilbert, *Student Personnel Work in College*, New York: The Ronald Press Company, 1951. Pp. 589.

*Student Personnel Work in College* by C. Gilbert Wrenn, Professor of Educational Psychology at the University of Minnesota, is designed for use

as a textbook in courses in student personnel at the college and graduate level. As such it is highly inclusive. Here may be found excellent discussions on the organization and administration of personnel programs, on counseling and counseling procedures, on group experiences as they relate to extra-curricular activities, social life, and counseling, on the orientation of new students, on employment, health, admissions, and records. The main emphasis is on counseling and group experiences; the underlying and insistent philosophy is the development of the student through a realistic analysis of his needs and a personnel program built around those needs. It is a book which ought to be read, and read thoughtfully, not only by students in personnel courses, but by administrators and teachers as well, for it is, in the opinion of this reader, one of the soundest discussions yet published in the field of college personnel work.

One of the finest sections in the book is that devoted to counseling services. Here Professor Wrenn discusses the counseling function, gives excellent material on understanding the student and assisting him, and analyzes the principles of diagnosis. The student or the counselor, confused as he must sometimes be by all the techniques of counseling which are presented to him, will take comfort in Wrenn's realistic approach to counseling procedures and will agree that the personnel worker "will need to keep a balance in his thinking between the broad educational objectives of counseling and the specific professional procedures that are essential to the realizations of these objectives in the lives of students." Personnel workers in our colleges and universities might well read rather frequently the chapter on the psychological problems and mental hygiene of the counselor, as might directors of admissions, deans, and teachers! Here is penetrating insight into the needs of the counselor himself.

Administrators of personnel programs will be particularly interested in the chapters dealing with the administration and organization of these programs. Professor Wrenn discusses all types of organization and arrives at what seem to be sound conclusions. He believes, first, that "the student personnel program should operate under policies established by an agency representing administration, faculty, and students." The only effective program is one which is the result of effective cooperation of all concerned. He further emphasizes that sound personnel administration is a "matter both of centralization in terms of appropriate line-and-staff relationships and the co-ordination of many services and functions for which the personnel administration is not directly responsible." Both centralization and decentralization seem necessary.

To all the issues raised in *Student Personnel Work in College*, C. Gilbert Wrenn brings the human understanding, the keen insight, and the fine scholarship which we have come to expect in his books and articles. His latest publication is likely to become a classic in its field.

Chapters on group guidance are ably done by Professor Ruth Strang of Columbia University.

MARGARET HABEIN  
Dean of Women  
University of Kansas

Tenenbaum, Samuel, *William Heard Kilpatrick—Trail Blazer in Education*, New York: Harper and Brothers, 1951. Pp. xiii + 318.

A devoted former student of a great teacher here recounts the life and defends the philosophy of William Heard Kilpatrick. A journalist and educator, Dr. Tenenbaum has made a contribution that will be deeply appreciated by the many students and teachers whose lives have been influenced by the teaching and writing of Dr. Kilpatrick.

Unlike some in his profession, Kilpatrick exemplified his theories of method in his own teaching. Even when the "million dollar professor" (his students paid more than a million dollars in fees) was teaching classes of several hundred at Teachers College, Columbia University, he devised ways of bringing the students together in small groups in which each would feel free to express his ideas. Respecting the contribution of each class member, he tried to develop individual responsibility for creative thinking. He stated his own views only infrequently. "I didn't want them simply to accept what I thought," he explained. "That is a good way to keep them from thinking." In keeping with his belief in a dynamic universe, conclusions reached were always to be regarded as tentative. The author shows how Kilpatrick modified his beliefs on several occasions, an example being his break with Thorndike's psychology in 1930 and acceptance of an organismic, Gestalt psychology of learning. As he adopted the organismic view, he evolved the concept that "we learn what we live . . . and what we thus learn we build at once into character. . . ."

Among Kilpatrick's effective teaching devices were the Socratic posing of fundamental questions, use of a parable or story to illustrate a concept, and the summarizing of conclusions arrived at in class discussion. With them he affected the lives of 35,000 students in every state and sixty countries. Outside the classroom this "greatest teacher of his generation" was widely influential in "purposeful activity." He delivered two thousand lectures; always ready to espouse what he considered social betterment, he helped elect LaGuardia mayor of New York City to wipe out "Tammany misrule"; he helped found and headed the trustees of Bennington College.

Kilpatrick's teaching method is a reflection of his philosophy, a primary ingredient of which is belief in democratic processes. Agreement and consensus, inherent in democracy, are one of the tenets of philosopher John

Dewey, under whom as a middle-aged graduate student at Columbia Kilpatrick "remade" his philosophy of life and education. Tested action, following discussion and analysis of a problem, is another life-governing policy Kilpatrick learned from Dewey.

Before he knew Dewey, Kilpatrick's educational ideas had begun to develop. An early influence was the unchallenging, dogmatic teaching during his undergraduate days at Mercer University; here he was to return as a teacher and become acting president, only to leave as a suspected religious heretic, and finally to be "vindicated" years later with the bestowal of an honorary degree by his alma mater. Other, and stimulating, experiences were his graduate study at Johns Hopkins University and the summer normal institutes in Georgia. As early as 1893 he substituted a letter to parents for the customary report card in an attempt to break down the teacher-pupil cleavage. As a school teacher and principal he never scolded or punished, and believed his most important innovation at that time was "trusting the child, getting him in on what was happening."

Kilpatrick believed the best way to prepare a child for life was for him to practice meeting present problems, under guidance of a teacher. So he introduced the well-known project method. This he later called purposeful activity because he felt so many teachers and administrators who adopted project plans failed to understand the need for pupil interest or purpose in selecting a project.

Discussing Kilpatrick's ideas and activities in short chapters from many points of view, the author uses repetition to advantage in his apparent crusade to win more friends for the man's educational philosophy. By access to Kilpatrick's copious diary, the writer has been enabled to interpret accurately, and with significant detail, his evolving democratic theories of learning. In his endeavor to persuade the reader to accept "the best educational thinking of modern times," educator Tenenbaum skillfully disposes of the opposition by clarifying Kilpatrick's views and by citing examples of effective project learning.

In the introduction to this volume, John Dewey identifies Kilpatrick, whom he once rated as his best graduate student, with progressive education "in the best sense of these words." He points out that progress is not identical with mere change, and that progressive education involves direction, foresight, and planning. It was natural, says Dewey, that progressive education in the form of the project method should originate in this country; the pupil participation it provides should, he implied, help democracy become "an actual human fact."

This book deserves a place in our professional libraries. It is a timely re-emphasis of educational practices long advocated but which teachers and administrators are just now slowly learning to use. One wonders,

however, if it would not win more friends for modern education, an apparent purpose of the author, had it been written as a more unbiased appraisal.

KENNETH A. BROWNE

Dean of Instruction

State Teachers College, Towson, Md.

Tead, Ordway, *Trustees—Teachers—Students: Their Role in Higher Education*, Salt Lake City: University of Utah Press, 1951. Pp. 120.

The title of Ordway Tead's latest book is so comprehensive in scope that one might well be forgiven a certain amount of skepticism as to whether all phases of his subject could be expertly covered by one person. Mr. Tead's background and experience patently qualified him as an authority in the field of which he speaks here. His activities as teacher (Columbia), editor (Harper's), trustee (Briarcliff), and author of various books, give him a broad insight into problems peculiar to colleges. He goes deftly to the heart of these difficulties, and his stimulating discussions, while offering no panaceas, and being frequently inconclusive, give bases for much thoughtful rumination. Many aspects are mentioned but briefly in passing, and one always wishes the author had had time to elaborate more fully. In a book as with a meal, however, it is ever politic to leave those partaking of it desirous of more rather than feeling surfeited; in this respect, also, Mr. Tead shows his wisdom.

In *Trustees—Teachers—Students*, the author cites the ultimate objectives which a college strives for, and he details in necessarily general terms the means by which each group he discusses might best implement those goals. The college as an ideal institution is adaptable to changing customs and times and world conditions, yet is as unchanging as Gibraltar in its dedication to preserving and forwarding the eternal values. Its prime task is to instill in the learner an enthusiastic desire to learn, thus creating an impetus which will snowball into a lasting eagerness to realize his own potentialities, intellectually to himself ("Unto thyself be true"), and creatively as a world citizen.

Mr. Tead deals realistically with the problems, qualifications, and occupational headaches of every classification he treats. His trustees serve conscientiously, even arduously, with no reward but that of a consciousness of an extremely worthwhile project well done. His alumni wear many faces, all of which may be seen at every class reunion throughout the land: they include the immature face of the perennial adolescent who longs for the days of Auld Lang Syne; the bombastic businessman who recognizes no values but those measured by the almighty dollar; the disgruntled, not-too-successful graduate who has a chip on the shoulder toward his Alma Mater



because he has not been the spectacular success he feels certain he should have been, and wishfully places the blame on her.

His ideal teachers (and he rightly has impatience with the teacher who has ceased to grow, but is content to dwell quietly of the world but apart) are dynamic and compelling, ever seeking to stir up in their students a driving interest in their subjects which will force those students into a satisfying fruition, and into acquiring lasting powers, for, as he quotes Coleridge, "That only is genuine knowledge which returns in power."

His president is admittedly not that composite of intellectual giant, fund-raising genius, fiery Patrick Henry, tireless and undaunted William Jennings Bryan, confidence-inspiring FDR, etc., which every Board of Trustees seeks but does not find. If his feet are not of clay, at least he has that "touch of earth" so important to Guinevere—and I think perhaps to a college president! He does have abundantly, though, a reverence for scholarship, a genuine liking and respect for people, sympathetic understanding for his teachers and staff, the ability to counsel with others wisely and tactfully, and, of course, he must be imbued with administrative, organizational, and policy-building talents.

The part of Mr. Tead's dissertation dealing with student attitude toward education might well be required reading for every freshman. His description of the attempted shadow-boxing between crafty pupil and his professors exposes the "something-for-nothing" bluff as the wantonly wasteful, thieving pastime it is—with no one hurt in the hollow game but the boxer himself. The waste, in terms of his own ultimate good, would surely appeal to him as being so monumental, so devastating, that no student, realizing the implications, would dare be less than aggressive in grasping his educational and cultural opportunities.

Sections III-IV, entitled "The Advancement of Human Values Through Higher Education," deals with education as it is applicable to the contemporary state of affairs, and as it should be adapted to meet new and serious shifts in local, national, and world problems. Here Mr. Tead is particularly cogent, his reasoning particularly logical. While the problems he outlines are by no means slight, his outlook is hopeful, his conclusions gravely optimistic. One decries the dead tissues—mostly in terms of human values—which his sharp and skillful scalpel lays bare, as in the case of the memorizing student, the stagnating teacher, the smug administration, the "what the hell" alumnus. One also, however, welcomes the challenge he leaves with us, that, while our colleges can never be as good as we should like them to be, being, as they are, human, we must "only rest content with a continuing, critical, creative, and divine discontent!"

L. J. LONG

*President, Wells College*



*Discriminations in Higher Education. A Report of the Midwest Educators' Conference in Chicago, Illinois, November 3-4, 1950, Washington: American Council on Education, 1951. Pp. viii + 80.*

The conference sponsored by the Midwest Committee on Discrimination in Higher Education and the Committee on Discrimination in Higher Education of the A.C.E. has given a report that will be both an encouragement and a challenge to admissions officers. It is encouraging, because it brings concrete evidence that the fears of many administrators that abandonment of discrimination will be expensive, are quite unfounded; where discrimination has been abandoned, nobody has lost anything, and many have gained much.

It is challenging, because there is so much yet to do. The panel talks are helpful in showing just what is to be done, and how admissions officers may go about doing it. The millennium remains a distant prospect; but there is reason to believe that conditions will improve slowly but steadily in most of the institutions where problems of discrimination arise.

*Improving College Instruction, Report of a Conference held at Chicago, Illinois, December 7-9, 1950, Sponsored by the American Council on Education and the U. S. Office of Education, Washington: American Council on Education, 1951. Pp. 195.*

Insofar as the registrar is a member of the college community, and since he has constant dealings not only with instructors but with the results of their instruction, the materials in this volume are for the registrar's consideration. The reports of the study groups are of interest not only as examples of careful academic thinking, but also because they give the registrar a very difficult problem to ponder.

If, as so many academic thinkers maintain, our grading system is undesirable not only in detail but in theory as well; if we would do a better job with our students by abandoning our present methods of evaluation—how are we to keep track of what students are doing? How are we to establish records that will be of value to other institutions, prospective employers, and others? How, in short, are we to keep records that will enable us and others to make the most of what we know about students?

It would be a good idea if registrars could participate more often in such considerations of academic matters, so that they may more readily assume new and unfamiliar responsibilities as they come along. There is much for registrars to learn in such a conference as the one here reported on.

The addresses are well worth reading; and Mr. Fred J. Kelly is to be commended for his editorial work.

Arndt, Christian O. and Everett, Samuel, Ed., *Education for a World Society: Promising Practices Today*, New York: Harper & Brothers, 1951. Pp. 273.

How to educate for a world society is a question which the world at large has to date been singularly unwilling to face with any degree of realism. Often asked by exceptional individuals in the past, this question has seldom become a matter of genuine public interest, especially since many governments and vested interest groups have quietly—or sometimes not so quietly—discouraged any excessive preoccupation with this problem. Even during the crucial, and at first so promising, years of the League of Nations, relatively little genuine or widespread interest in world solidarity was displayed by any but the smaller nations of Europe. Switzerland, Holland, the Scandinavian countries, Finland, the Baltic States, and Czechoslovakia realized the benefits to be derived from world citizenship with much greater keenness than their more powerful fellow members in the League, but their influence was regrettably slight. It took a second world war to make the great powers of Western Europe revise their position, although one often wonders to what extent. Dire necessity, reinforced by the weight of American public and official opinion, has made some measure of unity seem inescapable, but it is by no means clear for how long. No wonder that some small nations, doubtful of the sincerity of their "betters," still hesitate. In the circumstances, any competent formulation of the problems involved should be more than welcome, particularly if combined with a close examination of the practical tasks to be faced.

This is precisely what we find in the volume under discussion. Though not issued under the auspices of the United Nations, it is essentially a presentation of the views characteristic of the democratic elements in the body. Cautious in their pronouncements on the political cleavage of the world—at times perhaps excessively so, as though this were an official document—the contributors to this well-organized symposium yet clearly realize the hazards of the situation. No undue optimism mars their business-like approach. They are aware of the difficulties of the task but are prepared to tackle them. Knowing that complete success is impossible so long as one third of the world rigidly opposes international understanding and co-ordination of effort except on its own terms, they yet analyze attitudes and examine practical methods of approach for those who are in a position to co-operate, in the obvious hope that the area of co-operation will gradually increase. The result is a closely reasoned book rich in practical suggestions.

It is heartening to observe the clarity with which the main issues, psychological, political, economic, and social, are faced and outlined in the opening sections of the book. Especially the chapter on "Cultural Pluralism"

by I. James Quillen shows an impressive realization of the need of tolerance, and much more than tolerance, for cultural variety, even in a prospectively unified world, that should warm the hearts of all members of smaller national groups. Only too often complete cultural assimilation for everybody except one's own group has been the watchword, especially in the larger countries. Cultural cross-fertilization, one of the prime factors of progress, has thus frequently been badly checked by the all-too-prevalent vice of "ethnocentricism." Among his illustrations of the opposite tendency, Professor Quillen might well have included the fine example set by such a country as Sweden in its treatment of tens of thousands of refugees, who are allowed, and even helped, to preserve and develop their national culture as well as to educate their young people in their mother tongue. This generosity has not weakened but markedly intensified the attachment of the exiles to their land of refuge. In sharp contrast to such feelings, the entirely different conduct of some of the ancient mainstays of democracy in Western Europe has created much bitter disillusionment among their former supporters and admirers from behind the Iron Curtain.

The principal contribution of this book lies, however, in the concrete and workmanlike fashion in which it surveys practical techniques for "building a world society in the minds of men." The reader's hopes for at least a minimum of success in this task are perceptibly increased as he peruses first-hand accounts of work in international camps and seminars, of student and teacher exchange and of study tours; detailed appraisals of the means available for reaching people's minds by such mass communication media as films and radio broadcasts; surveys of the amount and quality of the information concerning the United Nations all the world over; as well as reports on the work for international understanding done in the schools of the member countries of the United Nations. By no means all the evidence is favorable, but a good deal of it is. The writers are certainly not over-confident: they admit that many barriers remain almost completely insurmountable. But the examples cited of radical reorientation—"almost in a way like being born again," as a Finnish student puts it—resulting from intensive intellectual and human contacts in international camps or on study tours, suggest that were there a will, there would probably be a way.

Whose will, however? one immediately feels tempted to ask. Great numbers of extremely responsive individuals could doubtless be found even in the blacked-out countries, and perhaps especially there. It is, unfortunately, not their willingness that counts: their governments determine in advance the will of the individuals in their charge. The efforts for mind-building suggested in this book will accordingly for the time being have to concentrate largely on those parts of the world where people are still

suffered to have wills, or at least velleities, of their own. Everything possible should at the same time be done to penetrate the eastern barriers: millions of minds behind them are likely to prove exceptionally responsive if access can be found to them. In the long run, the results may prove surprising, despite any political police and firing squads.

The lucidity of presentation, the wealth of information, and the general frankness of approach in this book make reading it a rewarding experience. Only occasionally the feeling obtrudes itself that essential pitfalls have been ignored. Thus, Wendell Willkie's attractive dreams could hardly be used as a sound foundation by any present-day builders of "One World," as some of the contributors apparently fail to see. His feelings were probably exactly right but his information obviously was not. His idealism, at least in international matters, had too little of those ingredients which so favorably distinguish most of this volume: a strong dose of realistic commonsense; the acid of self-criticism; the corrective of a reasonably sceptical mind.

ANTS ORAS

University of Florida

McAllister, Quentin Oliver, *Business Executives and the Humanities*. Bulletin Number Three of the Southern Humanities Conference. Chapel Hill, University of North Carolina Press, 1951. Pp. vii + 114.

The value of a thorough grounding in the Humanities, especially in foreign languages, to business executives, has often been questioned; many people, apparently none too well informed and basing their opinions on oft-repeated clichés and hearsay, have declared that such training has no "practical" or vocational value. Mr. McAllister, the author of this study and a member of the staff of Meredith College in North Carolina, took upon himself to determine, if at all possible, just what a large number of top-flight leaders and executives in the fields of business and government had to say about the value of foreign language study in high school and college. His study was "first sponsored by the Humanities Committee of the South Atlantic Modern Language Association" and "later taken under the wing of the Southern Humanities Conference and expanded to its present form." The study has, so the author tells us, a double purpose; first, "to analyze the views of business men, industrialists, and governmental executives concerning the value of a liberal arts training in general, and language studies in particular—including English—as a part of preparation for employment in business, industry, and government," and second, "a serious effort has been made to learn the nature, location, distribution and extent of the demand for persons prepared in foreign languages."

The questionnaire form was not used in this study, but typed personal

letters, all essentially the same in form and content, were sent out; one thousand letters were mailed and four hundred and thirty-seven answers were received, of which all but twenty-nine could be used. In all of the letters three basic questions were asked. These questions are:

"What relative importance for success in your field do you attach to effective study of such liberal arts subjects as language, including English, and the cultural products of foreign nations?"

"In view of your personal experience, and your knowledge of your firm, what opportunities exist for persons trained in foreign languages?"

"If we assume that personal qualifications are favorable, what special studies, or course combinations, will offer the best chance of success in the positions you have in mind?"

The addressee was free either to permit or refuse the use of his name and reply in the printed form of the final report. The techniques used in this study are fully described in the first chapter "The Project and the Procedure" (pp. 1-5).

The titles of the five remaining chapters indicate well the content of the remainder of the book. They are:

II. The Value of English in Business and Industry (pp. 6-18)

III. The Importance of the Study of Foreign Languages (pp. 19-33)

IV. Opportunities for Employment and Suggested Course Combinations (pp. 34-37)

V. The Liberal Arts and the Humanities (pp. 38-51)

VI. Implications and Conclusions (pp. 52-57)

In these five chapters we have an analysis, usually illustrated or supported by quotations, of the letters. Not all are quoted, of course, but the most significant are. It must be stressed that these letters are from men and women highly placed in the fields of business, industry and government and that their opinions are the result of long observation and wide experience in many fields and are not to be taken lightly. That the ability to use English well is essential is never questioned, and nearly all agree that long training in it should be had at the undergraduate level. The value of foreign languages as a help in the use of English and in the acquisition of vocabulary is often emphatically stated, but whether the secondary schools and colleges provide the proper (or enough) training is questioned more than once. The need (and scarcity) of personnel adequately trained in languages is made evident several times. The student must not, of course, depend on language training alone but should have technical knowledge in addition. Women seeking positions where foreign languages are to be used should have solid training and proficiency in both typing and shorthand as well as a command of at least two languages—more if possible.

The value of a broad and liberal training in the Humanities with development of the *basic* or *general* skills (the ability to think clearly,



analyze a problem, and think it through) is brought out many times in the letters received and analyzed. *Specific* or vocational skills are necessary, but if one wishes ever to occupy the better and more lucrative positions in business and government one must have more than mere technical ability. In general, there is agreement that there is an education that makes the man which should precede the training that makes the specialist.

The four appendices are exceedingly useful and should be known and used by all vocational counselors and administrators, too many of whom, I fear, are all too apt to stress the immediate vocational need and neglect the broad basic training to the eventual detriment of the advisee. Here are the titles of the appendices:

- I. Employment in Business and Industry (pp. 61-86)
- II. Employment in Government (pp. 87-100)
- III. Fields of Opportunity (pp. 101-103)
- IV. A Partial List of Reporting Executives (pp. 104-114)

This report is an important contribution to the field of education and counseling. What is said here is not hearsay, nor do we find the opinions of poorly informed and irresponsible persons—all are men and women of stature and unquestioned ability. This book should be read and used by all college administrators and vocational counselors.

WM. MARION MILLER  
*Miami University*

Hart, Joseph K., *Education on the Humane Community*, New York: Harper & Brothers, 1951. Pp. xiii + 172.

This is a reasonable, careful review of education as the whole process of human development, with emphasis on the importance of the community as an educating force. There is considerable critical discussion of the notion that the school is responsible for most of the education our children get, along with suggestions as to how school education and community education may be combined into a full education. There is, perhaps, little in the book that is new; but there is much that is sound, and it is succinctly and persuasively said.

DiMichael, Salvatore G., *Improving Personality and Study Skills in College*, Milwaukee: The Bruce Publishing Company, 1951. Pp. 204.

A good 88 page manual on study techniques—reading skills, note taking, use of library resources, etc.—embedded in 204 pages of sermonic material on college goals and personal ideals.

F. TAYLOR JONES  
*Drew University*



Buros, Oscar K., Ed., *Statistical Methodology Reviews 1941-1950*, New York: John Wiley & Sons, Inc., 1951. Pp. x + 457.

This volume contains 842 selected critical review excerpts of 342 books in statistical methodology which were published in the years 1941-1950. The coverage is exhaustive and includes general and special textbooks, reference works, theoretical treatises, and books on application in special fields. In addition to a classified index of the books reviewed, separate indices are provided for review sources, publishers, titles, and names of authors and reviewers. Texts in the areas of education and the social sciences are covered by as many as six or seven review excerpts.

HERBERT TURKEL

Briarcliff Junior College

Ostheimer, Richard H., *A Statistical Analysis of the Organization of Higher Education in the United States, 1948-1949*, New York: Columbia University Press, 1951. Pp. xviii + 233.

This is a formidable staff technical paper of the Commission on Financing Higher Education, working under the Sponsorship of the Association of American Universities. It is a reference work, from which generalizations will be presented at a later time. In itself, however, it furnishes much that may be of value to any one inquiring into the organization of higher education, from various points of view.

The compilers have used enrollment data, accreditation, classification of institutions, and much other material in preparing tables of organization from various angles, with the possible combinations of types of data fully utilized.

Classification of institutions as universities, liberal arts colleges, and so forth, is to some extent different from that of the Office of Education, for reasons explained in the text. The institutions as classified are subjected to statistical tabulation according to nature of control, nature of student body, geographical region, enrollment, earned degrees, and the various combinations of these features. Finally, there is a list of institutions, as classified by the Commission.

*Human Relations in Higher Education*, A Report of a National Student Conference at Earlham College, March 29-31, 1951, Washington: American Council on Education, 1951. Pp. v + 74.

Students speak clearly and decisively when they want to, and when they are discussing discrimination they want to. The conference at Earlham brought forth recommendations unequivocal in opposition to discrimination in academic affairs on the basis of creed, race, color, or national origin—anywhere, at any time, in any way.

The student delegates, from all parts of the country, demanded that there be no such discrimination in matters of admission, student organizations, facilities, athletics and recreation, curricula and teacher employment, legislation, and economic aid. No one who reads the brief report can misunderstand the students; most of those who read it will probably be heartened and inspired in fighting segregation and discrimination.

Two college presidents, Harold Taylor of Sarah Lawrence and Charles S. Johnson of Fisk, spoke clearly and vigorously to the point, as did Francis J. Brown of the A.C.E.; but the important matter, as it should be, is in the declaration of the students. The report will encourage those who have already shown courage, and give confidence to those who have been fearful.

MacKaye, Percy, *Poog's Pasture, The Mythology of a Child*, New York: The Bond Wheelwright Co., 1951. Pp. xvi + 187.

It is a comparatively modern idea that a poet is a person of no importance. Throughout most of history, a poet has been regarded at least with respect, and sometimes with veneration. We are more apt to regard a poet as a twiddler, a notion that has nothing to do with the poet but that reflects no credit on us, either for our perceptiveness or for our intelligence.

Percy MacKaye has a long and distinguished career behind him; but that does not mean that he has finished it. He is still writing poetry, and how little he is a twiddler can be seen by reading in his *The Mystery of Hamlet, King of Denmark*, a dramatic presentation of events leading up to Shakespeare's tragedy. Furthermore, he is still writing prose, of which *Poog's Pasture* is an example.

What goes into the making of a poet? What happens to an imaginative and active boy of six that could inspire a life of poetry? Besides that, how does a poet in his seventies look back on the boyhood that was his beginning? Mr. MacKaye gives delightful hints in both matters. His book is a book on education; and let us beware of undervaluing it because it is on the education of a poet!

A highly literate and imaginative older brother can contribute much when boys are loose on a farm. Perhaps his chief contribution to Percy's (Poog's) development as a poet was what may be a Celtic ability to merge the imaginary in the actual so that there are no demarcations. Most small boys, like Tom Sawyer, can fill the actual with the imaginary; but perhaps only poets in their boyhood can live in both actual and imaginary worlds and find that they are one world, in which the captive frog not only plays the temporary role of Faithful Henrik, but is Faithful Henrik; in which the old horse is Pegasus; and in which the Midgard Serpent lives in Vermont.

Looking back on that world of poetry, that world of the imagination

that was as real as the Vermont rocks, Percy MacKaye shows clearly the little shoot that grew into a poet. The account is poetical, and carries the reader quite by surprise into the realm of myth before he knows he has left Vermont. But perhaps, poetical as it is, and bewildering as it must be to a person who knows nothing of poetry—a practical man, shall we say?—it is nearer to the core of things than any prosaic account of boyhood could be. At least it gives an insight into a poet, what he is, who he is, and how he lives and acts and has his being.

More than that, it captures the being of the little boy who could see beyond the sunset and grew up to be a poet.

## In the Journals

E. T.

*Residence and Migration of College Students, 1949-50.* The results of a survey by the U. S. Office of Education are published in Bulletin 1951 Misc. No. 14 (Price 35 cents). Statistical tables are presented for each state, for graduate and undergraduate migration, for students from outlying parts of the United States and from foreign countries, for Negro students enrolled in Southern Institutions, and for the various types of institutions.

The number of white Americans attending college, in proportion to the total population, has just about doubled in the last 20 years. In 1930-31, the ratio was one in 123; in 1938, it was one in 108; and in 1949-50, one out of every 61 was enrolled in college. At the same time, the difference between states having the highest and lowest proportion of college students has decreased measurably. In 1949-50 one out of every 33 of Utah's population was a college student. At the other end of the scale, South Carolina had one in 98. The difference was 65, compared with a range of 230 in 1930 and 134 in 1938.

The ten states with the highest proportion of their population in college were Utah, District of Columbia, New York, Idaho, Colorado, Kansas, Oklahoma, Washington, California, and Montana. It was the first time in many years that an Eastern state had been among the top 10. The survey seeks an answer to the question, "Why should the two relatively poor States of Oklahoma and Kansas rank so high in the proportion of population attending college?" Reduction of the financial burden for the students by a relatively greater public support of higher institutions than in some other states might be one answer; but there are 14 states in which the per capita institutional income from public sources exceeds that of Kansas, and 18 states in which that of Oklahoma is exceeded. The answer seems to be in the higher proportion of the population to graduate from high school—in 1947-48, these states ranked fourth and seventh, respectively, on this item—and the wider distribution of college facilities. Both states maintain the State university separate from the land-grant college, and have a larger number of state colleges and teacher-training institutions, as well as a statewide system of junior colleges. Although the survey does not mention it specifically, the community colleges in New York have probably done much to bring that state into the top ten.

The ten states with the lowest proportion of their population in college were South Carolina, North Carolina, Maine, Mississippi, Kentucky, Ala-

bama, Tennessee, Georgia, Arkansas and Virginia. The Southern states show marked shifts in their ratios when only white population is considered. However, a survey of the 17 Southern states which have segregated school systems showed that "tremendous gains" have been made over the last 20 years with respect to the proportion of the Negro population enrolled in college.

There has been practically no change in the past 20 years in the national proportion of students attending institutions outside their home states. The national percentage was 20, while that for California, the state having the lowest migration, was 7.2, and for New Jersey, with the highest migration, 55.8. By and large, the students in the states west of the Mississippi tend to migrate less than those of the Eastern States. California, Texas and Utah have for many years retained the highest proportion of their students in home-state institutions. The report says this is probably because of satisfactory higher education facilities in their own states and the distance from other institutions. The report points out that California and Texas also enroll the smallest number of non-resident students in their own institutions.

Institutional accessibility accounts for some migration in the East. It is more convenient to attend an institution within commuting range in an adjoining state than to go to more inaccessible institutions within the state. The tradition of the old and well-established private universities increases migration. Sixty per cent of the student population in Vermont was from outside the state in 1949-50, while 50% of the students in New Hampshire institutions were from other states. It is only within comparatively recent times that many of the Eastern states have begun to develop state-wide educational systems which tend to retard migration.

Publicly controlled junior colleges and teachers colleges have a higher proportion of state residents, while the institutions under private control draw a higher proportion of out-of-state students.

The trend in the migration rate of graduate students is definitely downward. In 1922-23, 35% of all graduate students were being educated in out-of-state institutions, as compared to 29% in 1949-50.

The foreign student population has more than tripled in the last 20 years. These students tend to congregate for the most part in the seaboard and border states.

*What is it that adults want to learn and need to learn?* Acceptance of standard courses reaches a minimum in adult education. For adults, the learning must have a direct bearing on their purposes—their own recognized needs. They, more than other students, determine what they will learn.

In its Circular No. 330, "Identifying Educational Needs of Adults" (Price 35 cents), the Office of Education reports the results of a study

which tested 37 procedures commonly used by administrators of adult education programs to answer this question. The procedures were tested by the following indices: Relative size of program, population segments served, flexibility, approaches used, co-ordination and co-operation with other adult education agencies, activities materializing, group survival, and persistence of attendance.

Of the 37 procedures tested, 28 were practices used in finding out what courses or educational activities should be provided for adults (11 on the person who identifies the need, 13 on processes used to discover needs, and 4 on informing the community of possibilities) and 9 were practices used to determine the content, methods, and organization of the courses or other adult activities.

The results were determined from the first six indices as the others showed no significant correlation. None of the procedures tested were detrimental. However some widely used practices proved far less effective than some which are seldom used. In general, the most effective methods of identifying educational needs and interests of adults require the association of specialized professional educators with a wide range of lay people. Study of systematic data is also helpful.

*Civil Defense Instructions.* The Federal Civil Defense Administration, in Publication T E B-3-1, which may be bought from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., for 30 cents, has issued "Interim Civil Defense Instructions for Schools and Colleges."

Civil defense is a "must" for the United States under modern conditions. The basic concept of the national plan is self-reliance—self-protection and self-help. It calls for universal education devoted to self-preservation and mutual safety and welfare. School administrators should provide for planning, developing, and conducting civil defense instruction as soon as practicable. The instruction must be an integral part of the State and local civil defense programs.

The FCDA is developing materials for use in instructional programs. This Bulletin was published to help with immediate planning. It gives an outline of what the program should do and a bibliography of sixteen publications that will be useful.

*Film Library Directory.* A Directory of 2002 16 mm. Film Libraries, by Seerley Reid and Anita Carpenter, has been published by the Office of Education, Bulletin 1951, No. 11 (Price 30 cents). Libraries from which 16 mm. films can be borrowed or rented are listed state by state and city by city. The lists include libraries which handle entertainment films and those which handle instructional films, libraries which handle only one



film and those which handle thousands. The directory also lists commercial dealers, colleges and universities, city and state school systems, public libraries, industrial companies and trade associations, labor unions, civic groups, religious institutions, and government agencies.

*The Value of College-Entrance Examinations to the Student.* After a very brief review of the well-known uses of such examinations in connection with high school records, Frank R. Kille, in the October 20, 1951, issue of *School and Society*, presents the methods used at Carleton College to encourage superior students. A number of such students, put into classes with others less well prepared in certain subjects, may well lose interest during the repetition of the familiar. Carleton exempts these students from certain freshman requirements, though it does not give college credit for courses omitted: the student simply has more time to devote to other subjects which will demand his full attention and abilities.

Mr. Kille proposes that students of unusual ability can do some work of college caliber in their secondary schools; that evidence of such work can be demonstrated by achievement tests taken at the end of their courses; and that such achievement tests must meet certain criteria, such as nationwide examining, full protection of content, and independent supervision. Whether or not college credit should be given for courses from which a student is relieved on the basis of high scores is a matter for individual colleges to decide. However credit might be arranged, both secondary schools and students would benefit.

"*Let's Appoint a Committee*" is the suggestion of Max S. Marshall in the *Bulletin of the Association of American Colleges* for October, 1951. Glancing briefly but sufficiently at the weaknesses of committees, as most of us know them, the author makes a few concrete suggestions that, we may agree, ought to improve the situation to some extent.

Rule 1 is, There shall never be an unnecessary committee. (Perhaps that alone will solve the difficulties!) Rule 2: The duties of every necessary committee shall be exactly prescribed and limited. Rule 3: A committee must be typed as advisory, executive or judicial.

What Mr. Marshall has to say in support of his rules is good reading.

"*Can Men Afford to Teach,*" asks Adolph Unruh in reporting in the November *Phi Delta Kappan* a study made by the Beta Field Chapter. Men teachers in St. Louis City and County were asked if they found it necessary to supplement their regular income from teaching. Replies were received from 336 of the 690 men teachers in the area. Only 8% replied that they subsisted solely on a teacher's salary. Of the remaining 92%, 59% supplement their salary by taking other types of work or by salaries earned

by their wives and 33% have some sort of independent income. The report lists 100 different kinds of employment at which the teachers work after school hours or during the summer vacation. In addition to the work the men undertake, 112 reported their wives were working.

Thirty-four per cent of the total income of all the men teachers reporting came from sources other than teaching, with the percentage ranging from 43% for elementary teachers to 32% for senior high school teachers. Those who made the study suspect that work outside regular teaching beyond 12 hours per week is a real handicap. One-third of the men who work outside of their school job spend over 12 hours a week at it. "The educational system which is equal to the challenge of these times will occupy the full time of professional people," writes Mr. Unruh.

There can be no argument over the opinions expressed as to an adequate salary. Many disagree with the implication that there might be different salary scales for men and women teachers.

Brief mention might be made of the values to be gained from work experiences in a summer job wisely chosen. In many instances the teacher may learn more of his community and his students in this way than he could ever learn in more strictly "professional" study or activity. This, of course, in no way refutes the findings of the Beta Chapter on the inadequacy of salaries for men teachers.

*Guns or Schools.* In Germany it was "guns or butter." Guns won, and Germany lost. In America, as the cold war takes more of our cash and time, it may become "guns or schools." If we choose either we lose, says the *Business Week* editorial of October 13, 1951.

Business men are being told that it is their responsibility to take an active part in the affairs of their local schools. Guns have been getting both money and attention, but education has been going short. We have come to take the fine free education system for granted. Businessmen know that taking anything for granted means neglect. The Standard Oil (New Jersey) pattern of encouraging its people to take an active interest in the public schools, including the granting of company time for such activities, is cited as something that can be done. Unless businessmen back up our schools we can have neither a strong nation nor a strong economy.

*The Fabulous Ford Foundation.* "In a nation accustomed to philanthropy on a mammoth scale, this is still big enough to evoke an astonished whistle: . . ."

Robert L. Heilbroner, in the December issue of *Harper's Magazine*, evaluates the first year of operation of an institution that must "live in an atmosphere of public criticism and public understanding." The five areas

with which it has been decided it will work are: the establishment of peace, the strengthening of democracy, the strengthening of the economy, the encouragement of education, and the understanding of individual behavior and human relations. Projects already earmarked include the Free University of Berlin, experiments in making radio and television shows of an adult caliber, such overseas projects as the demonstration farms and technical high schools in India and Pakistan, a program of giving young instructors a chance to take a year off to better their own teaching abilities, and a program to give 16½-year-olds a year of college before they go into the Army.

One problem facing the Foundation is the financial tangle, which Mr. Heilbroner explores.

The more serious problem is public relations in the broader use of the term. The large expenditures have been made without lengthy study and they have by-passed entirely the plans of schools and organizations who have spent their lives in the fields in which the Foundation is interested. Mr. Heilbroner asks, "Can the Foundation learn to stop, look, and listen?"

# In the Office

## Calendar, 1950 to 2000

Assembled by ROBERT E. MAHN\*

### CHIEF PUBLIC HOLIDAYS

New Year's Day—Jan. 1  
 Lincoln's Birthday—Feb. 12  
 Washington's Birthday—Feb. 22  
 Good Friday—See Chart Below  
 Memorial, or Decoration, Day—May 30  
 Independence Day—July 4  
 Labor Day—First Mon. in Sept.  
 Columbus Day—Oct. 12  
 Thanksgiving Day—Fourth Thurs. in Nov.  
 Christmas Day—Dec. 25

### CALENDAR REFERENCE CHART

For Year	Use Calendar Number	Good Friday	For Year	Use Calendar Number	Good Friday
1950	1	Apr. 7	*1976	12	Apr. 16
1951	2	Mar. 23	1977	7	Apr. 8
*1952	10	Apr. 11	1978	1	Mar. 24
1953	5	Apr. 3	1979	2	Apr. 13
1954	6	Apr. 16	*1980	10	Apr. 4
1955	7	Apr. 8	1981	5	Apr. 17
*1956	8	Mar. 30	1982	6	Apr. 9
1957	3	Apr. 19	1983	7	Apr. 1
1958	4	Apr. 4	*1984	8	Apr. 20
1959	5	Mar. 27	1985	3	Apr. 5
*1960	13	Apr. 15	1986	4	Mar. 28
1961	1	Mar. 31	1987	5	Apr. 17
1962	2	Apr. 20	*1988	13	Apr. 1
1963	3	Apr. 12	1989	1	Mar. 24
*1964	11	Mar. 27	1990	2	Apr. 13
1965	6	Apr. 16	1991	3	Mar. 29
1966	7	Apr. 8	1992	11	Apr. 17
1967	1	Mar. 24	1993	6	Apr. 9
*1968	9	Apr. 12	1994	7	Apr. 1
1969	4	Apr. 4	1995	1	Apr. 14
1970	5	Mar. 27	*1996	9	Apr. 5
1971	6	Apr. 9	1997	4	Mar. 28
*1972	14	Mar. 31	1998	5	Apr. 10
1973	2	Apr. 20	1999	6	Apr. 2
1974	3	Apr. 12	*2000	14	Apr. 21
1975	4	Mar. 28			

\* Leap Years

\* Mr. Mahn presents these calendars with the comment that they may be of use in the preparation of college calendars. We believe you will welcome them.

### NUMBER 1

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4							
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1					1	2	3	4	5	6	7	8	9	10
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
2	3	4	5	6	7	8				1	2	3	4	5						
9	10	11	12	13	14	15	6	7	8	9	10	11	12	3	4	5	6	7	8	9
16	17	18	19	20	21	22	13	14	15	16	17	18	19	10	11	12	13	14	15	16
23	24	25	26	27	28	29	20	21	22	23	24	25	26	17	18	19	20	21	22	23
30	31						27	28	29	30	31			24	25	26	27	28	29	30

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7					1	2	3	4						
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30

### NUMBER 2

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7					1	2	3							
8	9	10	11	12	13	14	5	6	7	8	9	10	11	4	5	6	7	8	9	10
15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17
22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24
29	30	31					25	26	27	28				25	26	27	28	29	30	31

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7					1	2	3	4	5	6	7	8	9	10
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7					1	2	3	4						
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7					1	2	3	4						
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					25	26	27	28	29	30		30	31					

NUMBER 3

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30
APRIL							MAY							JUNE						
1	2	3	4	5	6		1	2	3	4				1	2	3	4	5	6	7
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
JULY							AUGUST							SEPTEMBER						
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	11	12	13	14	15	16	17
14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20	21	22	23	24
21	22	23	24	25	26	27	18	19	20	21	22	23	24	25	26	27	28	29	30	
28	29	30	31				25	26	27	28	29	30	31	29	30					
OCTOBER							NOVEMBER							DECEMBER						
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

NUMBER 4

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29
APRIL							MAY							JUNE						
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30					
JULY							AUGUST							SEPTEMBER						
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
OCTOBER							NOVEMBER							DECEMBER						
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			

NUMBER 5

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31					29	30	31				
APRIL							MAY							JUNE						
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
JULY							AUGUST							SEPTEMBER						
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
OCTOBER							NOVEMBER							DECEMBER						
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30	31					27	28	29	30	31		

NUMBER 6

JANUARY							FEBRUARY							MARCH								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2			1	2	3	4	5	6		1	2	3	4	5	6	
3	4	5	6	7	8	9		7	8	9	10	11	12	13		7	8	9	10	11	12	13
10	11	12	13	14	15	16		14	15	16	17	18	19	20		14	15	16	17	18	19	20
17	18	19	20	21	22	23		21	22	23	24	25	26	27		21	22	23	24	25	26	27
24	25	26	27	28	29	30		28	29	30	31					28	29	30	31			
31																						
APRIL							MAY							JUNE								
				1	2	3							1	2					3	4	5	6
4	5	6	7	8	9	10		2	3	4	5	6	7	8		6	7	8	9	10	11	12
11	12	13	14	15	16	17		9	10	11	12	13	14	15		13	14	15	16	17	18	19
18	19	20	21	22	23	24		16	17	18	19	20	21	22		20	21	22	23	24	25	26
25	26	27	28	29	30			23	24	25	26	27	28	29		27	28	29	30			
								30	31													
JULY							AUGUST							SEPTEMBER								
				1	2	3				4	5	6	7					1	2	3	4	5
4	5	6	7	8	9	10		8	9	10	11	12	13	14		5	6	7	8	9	10	11
11	12	13	14	15	16	17		15	16	17	18	19	20	21		12	13	14	15	16	17	18
18	19	20	21	22	23	24		22	23	24	25	26	27	28		19	20	21	22	23	24	25
25	26	27	28	29	30	31		29	30	31						26	27	28	29	30		
OCTOBER							NOVEMBER							DECEMBER								
				1	2	3				1	2	3	4	5					1	2	3	4
3	4	5	6	7	8	9		7	8	9	10	11	12	13		5	6	7	8	9	10	11
10	11	12	13	14	15	16		14	15	16	17	18	19	20		12	13	14	15	16	17	18
17	18	19	20	21	22	23		21	22	23	24	25	26	27		19	20	21	22	23	24	25
24	25	26	27	28	29	30		28	29	30						26	27	28	29	30	31	
31																						

## NUMBER 7

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28						27	28	29	30	31		
30	31																			
APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	9	1	2	3	4	5	6	7	1	2	3	4	5	6	7
10	11	12	13	14	15	16	8	9	10	11	12	13	14	8	9	10	11	12	13	14
17	18	19	20	21	22	23	15	16	17	18	19	20	21	15	16	17	18	19	20	21
24	25	26	27	28	29	30	22	23	24	25	26	27	28	22	23	24	25	26	27	28
31							29	30	31					29	30					
JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	9	1	2	3	4	5	6	7	1	2	3	4	5	6	7
10	11	12	13	14	15	16	8	9	10	11	12	13	14	8	9	10	11	12	13	14
17	18	19	20	21	22	23	15	16	17	18	19	20	21	15	16	17	18	19	20	21
24	25	26	27	28	29	30	22	23	24	25	26	27	28	22	23	24	25	26	27	28
31							29	30	31					29	30					
OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	7
9	10	11	12	13	14	15	8	9	10	11	12	13	14	8	9	10	11	12	13	14
16	17	18	19	20	21	22	15	16	17	18	19	20	21	15	16	17	18	19	20	21
23	24	25	26	27	28	29	22	23	24	25	26	27	28	22	23	24	25	26	27	28
30	31						29	30						29	30					

## NUMBER 8

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31					29	30	31				
APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30						29	30						29	30					
JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31					29	30	31				
OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30						29	30					

## NUMBER 9

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30						29	30					
APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30						29	30						29	30					
JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30						29	30					
OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30						29	30					



NUMBER 11

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1	1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
26	27	28	29	30	31		23	24	25	26	27	28	29	29	30	31				

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1	1	2	3	4	5	6	7
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	22	23	24	25	26	27	28
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1	1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1	1	2	3	4	5	6	7
5	6	7	8	9	10	11	8	9	10	11	12	13	14	6	7	8	9	10	11	12
12	13	14	15	16	17	18	15	16	17	18	19	20	21	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30	31		

NUMBER 12

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	7	8	9	10	11	12	13
11	12	13	14	15	16	17	15	16	17	18	19	20	21	14	15	16	17	18	19	20
18	19	20	21	22	23	24	22	23	24	25	26	27	28	21	22	23	24	25	26	27
25	26	27	28	29	30	31	29							28	29	30	31			

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1	1	2	3	4	5	6	7
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30		

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1	1	2	3	4	5	6	7
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	

NUMBER 13

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1	1	2	3	4	5	6	7
3	4	5	6	7	8	9	7	8	9	10	11	12	13	6	7	8	9	10	11	12
10	11	12	13	14	15	16	14	15	16	17	18	19	20	13	14	15	16	17	18	19
17	18	19	20	21	22	23	21	22	23	24	25	26	27	20	21	22	23	24	25	26
24	25	26	27	28	29	30	28	29						27	28	29	30	31		
31																				

APRIL							MAY							JUNE						
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			1	2	3	4							1	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1	1	2	3	4	5	6	7
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
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31																				

OCTOBER							NOVEMBER							DECEMBER						
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			1	2	3	4							1	1	2	3	4	5	6	7
2	3	4	5	6	7	8	8	9	10	11	12	13	14	4	5	6	7	8	9	10
9	10	11	12	13	14	15	15	16	17	18	19	20	21	11	12	13	14	15	16	17
16	17	18	19	20	21	22	22	23	24	25	26	27	28	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

## Reported to Us

A. H. P.

### *Colleges and Universities*

An Educational Directives Committee has been set up at Antioch College to study the general required course program and to keep the college's educational policies in line with the times.

The S-U (satisfactory-unsatisfactory) grading system, groomed as official Antioch College policy, has been shelved by faculty action. The reason for this action was the difficulty under S-U in determining class ratings for national selective service reports. Cost considerations and controversy on the plan and its purpose also contributed to the decision to postpone S-U adoption.

Baldwin-Wallace College, a liberal arts institution, charges tuition on a credit hour basis at \$9 per credit hour.

A College of Letters and Science, with four-year curricula leading to the Bachelor of Arts degree, has been established on the Davis campus of the University of California.

Kletzing College has been transferred to the Chicago Evangelistic Institute, and its name has been changed to the Chicago Evangelistic Institute.

The College of Liberal Arts of City College of New York has admitted women this year for the first time in its 104-year history.

The School of General Studies of Columbia University last year admitted 51 students who had no high school diplomas. Twenty-four of these students, following their successful completion of the first "trial year" of studies, have been accepted as bachelors degree candidates, and eleven will be admitted to degree candidacy next February if they continue the quality of work they have maintained over the past year. None of the original number has been dropped because of poor grades, although ten have voluntarily withdrawn for other reasons. The other six students have until February to qualify as degree candidates.

Following a five year experiment financed by the Rockefeller Foundation, Cornell University has endorsed the intensified methods of language in-

struction used by the Army in World War II. Students taking intensified work have been found to achieve in one year the same reading knowledge that students usually acquire after two years of standard instruction, and meanwhile they have developed far greater speaking skill. The cost of instruction is surprisingly low.

Dartmouth College has a new Department of Russian Civilization, offering an integrated program of Russian studies for the major student and an introductory course on the Soviet Union for general election. A grant of \$50,000 from the Carnegie Corporation of New York is assisting Dartmouth in its educational experiment for a three-year period.

An Institute on Soviet Studies has been established at De Paul University.

Drexel Institute of Technology has introduced three new co-operative curricula in the basic sciences, leading to the Bachelor of Science degree with majors in chemistry, physics, and biological sciences.

Genesee Junior College, Lima, New York, was closed at the end of the academic year because of "a drastic drop in the enrollment."

A program is being conducted at Goucher College by the Ford Foundation for the Advancement of Education to find out whether or not well-qualified girls without high school diplomas can speed up the educational process. Of the fifteen talented girls chosen to study under the experimental acceleration program, none are high school graduates and all are between 15 and 16½ years old. \$108,400 has been appropriated to provide resident scholarships for a total of thirty students over a three-year period. Chosen from over 200 outstanding applicants, the girls will be carefully observed and guided in both academic and emotional problems. The experiment will determine whether these young women may enter college profitably after the tenth year of school work and pursue a course in integrated general education during the first two years of college.

The General Education Program has become fully effective for all students entering Harvard College this fall. At the same time instruction in writing has become a part of the program.

Under the new admissions plan at Illinois Wesleyan University specific high school courses will not be required. However, adequate proficiency in the use of English and general competence for college work are expected.

The University of Illinois has changed its Division of Social Welfare Administration to a School of Social Work.

The University of Iowa is offering a refresher course in the fundamentals of teaching designed to help younger members of the faculty. This type of program is being sponsored by the American Society for Engineering Education.

The practice of issuing mid-term deficiency reports has been discontinued at Kent State University. Responsibility, hereafter, will be placed on the student to check with his instructor periodically, or after each test, to find out about his work in the course.

Kent State University is offering a new four-year course in medical secretarial study.

Kentucky Wesleyan College has been moved from its former campus in Winchester to Owensboro.

The tutorial system at Knox College has been extended into a two-year academic counseling program with vocational and personal counseling.

A broad engineering plan for liberal arts colleges affiliated with the Presbyterian Church, with Lafayette College as the pivot institution, provides that students may study the first three years at the institutions that have entered into the agreement and the last two years in the engineering departments at Lafayette. Upon completion of five years of study, the student will receive an engineering degree at Lafayette and also a bachelor of arts degree at the college he first attended.

Michigan State College has introduced two new four-year courses—one in American studies, the other in Far Eastern and Asiatic Russian studies.

Under the new student government constitution at Michigan State College, there is an all-college judiciary. This court has original and appellate jurisdiction and is made up of the counselor for men, counselor for women, and five students. Decisions of this court will constitute the official student government recommendations to the dean of students.

The Kellogg Center for Continuing Education at Michigan State College, costing \$2,000,000, is designed primarily to accommodate Michigan residents who come to the campus each year for special courses and conferences to help them improve their vocational abilities and everyday living.

Meeting at the University of Minnesota, representatives of fifty-one student bodies in American colleges and universities voted 36 to 15 in favor of the controversial "honor system."

The University of Minnesota has established a special program for col-

lege teachers, organized "as a full-year informal workshop, consisting of general sessions, seminars, courses, and individual projects."

Washington Square College of Arts and Sciences of New York University has adopted a new general program, designed especially for the freshman and sophomore years.

The W. K. Kellogg Foundation has granted \$1,000,000 to the University of Oregon for an educational research project on school administration in the Pacific Northwest. The project will aim at better understanding of the role of the school administrator outside his school.

The Division of Intermediate Registration at the Pennsylvania State College in its third year finds that many college students who are having scholastic difficulties can, with proper guidance, become good students. Out of 698 students enrolled for special help during the first year, 297 qualified for admission to one of the undergraduate schools, 99 were continued for additional work, and 293 withdrew or were dropped for scholastic reasons.

The student leadership class at the University of Portland is a requirement for many administrative posts in the student council.

Rensselaer Polytechnic Institute has adopted a year-round course of instruction based on the quarter system, replacing the fall-spring semester plan.

Under the co-operative work-study program at Rochester Institute of Technology, 442 students earned last year \$527,191. Average earnings were approximately \$1200 for the school year.

The University of Rochester has introduced linguistic laboratories designed to train students to speak foreign languages fluently.

A new combined Arts and Commerce degree program at St. Louis University is designed for the factual-minded individual and emphasizes practical courses. The new four-year curriculum, leading to a Bachelor of General Education degree, does not prepare students for graduate work or admission to a professional school.

The launching of a tutorial program has been announced by Santa Barbara College.

Smith College has an enrollment of ninety students from twelve American colleges in its "Junior Year Abroad" program.

Southern Illinois University is giving academic credit for off-campus speaking engagements in a new Student Speakers Bureau program. The student lecturer not only must be well informed on his subject, but also be trained in the most effective delivery of his material. Academic credit is determined by the number of engagements filled by the speakers.

Springfield College is now completely co-educational.

Stevens Institute of Technology is offering a short course for business men as a public service.

Sweet Briar College has seventy-five men and women students from thirty-four American colleges and universities in its "Junior Year in France" program.

Teacher Placement Bureau officials at the University of Texas are having difficulty finding enough teachers for elementary schools, but there are more teachers than jobs in high schools, except in a few fields. According to national figures, 80,000 new elementary teachers were needed, but only 32,000 were graduated in 1951 to fill these teaching positions. On the other hand, last year's graduates trained to teach in high school number 77,000, with only 50,000 positions available.

Trinity College offers a course which combines numerical mathematical analysis with the use of IBM punch card computing machinery.

A counselor-training program leading to a Master of Arts degree for teachers, teacher-counselors, vocational guidance and personnel workers has been initiated at Trinity College.

No course already passed with a grade D may be repeated for grade points at the University of Virginia. A student may repeat a course already passed for review, but his original grade is the one that counts on the record.

President Truman gave the address at the Ground-breaking Ceremonies inaugurating the construction of Wake Forest College at Winston-Salem.

The University of Washington has established a School of Communications, combining the School of Journalism with the Department of Radio Education.



The University of Washington offers a course on psychological warfare.

Full university credit, for home study by television, is being offered by Western Reserve University for two regular courses "Introductory Psychology" and "European Literature Since 1914." The courses run for a thirteen-week period and use visual materials as well as lectures, outside readings, and assignments. Students pay the regular fee of \$16 a credit hour and are required to take a final examination for the course on the campus.

The University of Wyoming has established two new programs in nursing, the first to be offered in the state. One is a nine-quarter integrated academic and professional basic nursing curriculum leading to the Associate in Nursing certificate, and the second provides for an additional three quarters of study leading to a Bachelor of Science degree in Nursing and providing training for first level positions in Public Health Nursing.

*Reports from Associations, Organizations, and Government Departments*

St. Louis University will become the center of testing for the Division of Chemical Education of the American Chemical Society.

The Council on Dental Education of the American Dental Association has placed its Dental Aptitude Testing Program on a nation-wide basis with all of the forty-two dental schools in the United States co-operating in the program and making use of the dental aptitude test scores in evaluating the eligibility and qualifications of their applicants. This nation-wide Dental Aptitude Testing Program was preceded by a five-year experimental program during which time the efficiency and effectiveness of various types of tests in predicting the dental school achievement of students were studied.

A survey of professional education in American liberal arts colleges is currently being conducted by a committee sponsored by the Association of American Medical Colleges and the Council on Medical Education and Hospitals of the American Medical Association.

Public Law 734 of the 81st Congress liberalizes the provisions of the Federal Social Security Act. While the new Act continues to exclude public-school employees covered by an existing public-retirement system and teachers and other employees of tax-supported colleges and universities, teachers and employees of private schools and colleges may now be brought under social security if both the employing board and two-thirds or more of the employees wish to come under the law.

The Fund for the Advancement of Education, established by the Ford Foundation, has awarded 250 Faculty Fellowships this year. These fellowships enable younger faculty members to improve their competence in undergraduate teaching.

A report, "Federal Educational Activities and Education Issues Before Congress," (Vol. 2, Part 3), prepared in the Legislative Reference Service of the Library of Congress describes the federal educational activities for which appropriations have been made. The Federal Government is spending more than \$3.5 billion a year for educational purposes. "Practically all of the departments and other agencies of the Federal Government are carrying out one or more . . ." of the approximately 300 various educational programs currently operated by the Federal Government.

According to a report of the John Price Jones Company, Inc., there was a marked increase in the amount of publicly announced gifts and bequests for philanthropy in ten large urban areas for the first six months of 1951 as compared with the same period in 1950.

A new college conference made up of ten colleges in the Upper Midwest and Canada, called the Midland College Conference, has been formed. The purpose of the conference is to strengthen the cause of modern liberal arts Christian education within the member colleges and to promote this cause before the public. Colleges in the new conference are Macalester College, Augustana College, Jamestown College, Carroll College, Hamline University, Lake Forest College, North Central College, St. Olaf College, Simpson College, and United College of Winnipeg, Canada.

The National Association of Foreign Student Advisers (NAFSA) has received a grant of \$16,575 from the Ford Foundation for the strengthening and expansion of its program.

John Dale Russell, Assistant Commissioner for Higher Education in the Office of Education, has accepted a position as Chief Executive Officer of the Board of Educational Finance for the State of New Mexico, and will enter upon his new duties early in 1952.

Selective Service reports that sixty-three per cent of the 339,000 students who took the Selective Service College Qualification Tests last spring and summer made a score of 70 or better.

The John Hay Whitney Foundation, in collaboration with the Fulbright Program, has provided six \$5,000 Fellowships to distinguished visiting

scholars during 1951-52. The immediate purpose of these Fellowships is to enable a few exceptionally-qualified foreign scholars to teach in American higher institutions which do not have ready access to many visiting scholars.

*News Concerning Registrars and Admissions Officers*

Wayne Randolph Jones has been named Registrar, School of Theology, Boston University.

Horatio M. LaFauci, formerly at East Greenwich Academy, has been appointed Registrar, College of General Education, Boston University, to succeed A. Louise Haines.

John W. Bunn, formerly Registrar, Bowling Green State University, has been named Director of Admissions and Assistant to the Dean of Administration. Glenn I. Van Wormer has succeeded Mr. Bunn as Registrar.

Orval Lewis Phillips, formerly Instructor in Mathematics, Louisiana State University, has been appointed Registrar, East Carolina College, Greenville, N.C.

Helen I. Palmer has been appointed Director of Admissions, Hillyer College, Hartford, Conn.

Carl E. Todd is Registrar of Howard College, Birmingham, Ala., having succeeded Mr. LeRoy Reaves.

Sister M. Gertrudis, C.S.A., has been named Registrar of Marian College in Wisconsin.

Robert L. Williams, formerly Assistant Registrar and now Assistant to the Provost, University of Michigan, has been appointed Assistant Dean of the Faculties.

Jordan R. Scobie, Registrar, Middlebury College, since 1942, has resigned, and Miss Marion E. Holmes, Assistant Registrar, has been appointed Registrar. Mr. Scobie is now Sub-Manager of the National City Bank of New York in São Paulo, Brazil.

Clyde M. Huber, Registrar and Assistant to the President of Wilson Teachers College, has been named Dean of Instruction, New Jersey State Teachers College at Montclair.

Margaret J. Hildebrand, formerly Director of Admissions, Lake Erie College, has been appointed Registrar, Pennsylvania College for Women.

C. O. Williams has been named Dean of Admissions and Registrar, Pennsylvania State College, to succeed R. M. Gerhardt, retired because of ill health.

Dan S. Wages has been appointed to the staff of Reinhardt College as Registrar and Instructor in History.

Robert W. Vining, Assistant Dean of the School of Law, St. Louis University, has assumed new duties as Registrar, succeeding Eleanore Ragni, resigned.

Elva Babcock Gardner has been appointed Registrar and Assistant Professor of Education, Southern Missionary College.

At the Teachers College of Connecticut, New Britain, Garland M. Fitzpatrick has been designated Assistant Director of Admissions. His predecessor, William J. Naughton, is now serving in the capacity of Director of Public Relations at the same institution.

J. Kenneth Little, Registrar and Director of Student-Personnel Services, the University of Wisconsin, has been appointed Vice-President in charge of Student Affairs.

## Regional Associations

### ARKANSAS REGISTRARS ASSOCIATION

Representatives from seventeen colleges in Arkansas were in attendance at the annual meeting of the Association of Arkansas Registrars in Fayetteville, Arkansas on November 5 and 6. Mr. Fred L. Kerr, Registrar of the University of Arkansas, welcomed the group. At the first session Registrar Roger F. Cox of John Brown University led a group discussion on "Admissions." Others taking part on the program were Mr. G. R. Turrentine of Arkansas Polytechnic College, Miss Frances Crawford of Ouachita College, and Mr. Fred L. Kerr of the University. An interesting report was given by Mr. J. Bruce Kellar, Assistant Registrar of the University of Arkansas, on a workshop on foreign students which he attended in Washington, D.C. in May, 1951.

A dinner meeting which was a joint meeting with the Deans of Arkansas colleges was held in the student union building. The guest speaker was Dr. John E. Fellows of the University of Oklahoma, president of the American Association of Collegiate Registrars and Admissions Officers. The theme of his address was "Looking Forward." He was especially concerned that the colleges of the nation be prepared for 1961 when the influx of students will pour into schools everywhere. He expressed an opinion that there must be a change in the point of view on admissions. He also stressed the simplification of enrollment and the "cutting out of form-filling." Dr. Fellows emphasized, too, a curriculum based on a sound general education before a specialized education. The general education should give a student communications skills, an understanding of the physical world and social world in which he lives, a knowledge of how to care for his own physical and mental health, a taste for the fine arts, drama, literature, and music, and finally a philosophy of life to give reason and meaning to living.

At the last session of the meeting on November 6, Mr. G. Y. Short of Arkansas State Teachers College, led a discussion of "Office Techniques" in which all took part.

The following officers for next year were unanimously elected:

President—Roger F. Cox, John Brown University

Vice-President—Victor Hill, Hendrix College

Secretary-Treasurer—L. D. Griffin, Arkansas A & M College

Dr. C. M. Clarke, Head of the Division of Teacher Education and Certification, Department of Education, was introduced to the group.

Dr. Fellows extended an invitation to the Registrars to attend the Na-

tional Association of Collegiate Registrars and Admissions Officers at Washington, D.C. in April, 1952.

Respectfully submitted,

FRANCES CRAWFORD, *Secretary-Treasurer*

### OHIO COLLEGE REGISTRARS ASSOCIATION

The twenty-sixth annual meeting of the Association of Ohio College Registrars was held at Muskingum College October 24-26.

Mr. John Bunn of Bowling Green State University, President, called the meeting to order and presented President Montgomery of Muskingum College who welcomed the group to the campus. An interesting talk on "A Declaration of Independence for the Small College" was given by Dr. Lauren A. King, Chairman of the Department of English at Muskingum College. Dr. King stressed the point of individualized instruction as possible in a small college and showed how this particular educational device was important in developing the individual more fully. He also laid stress on the use of as simple a curriculum as possible and the widest possible participation in college activities.

The afternoon of the twenty-fourth was devoted to discussion in three distinct workshop programs:

Workshop #1: "Problems in Relation to Selective Service, R.O.T.C. and Credit for Military Service" was under the leadership of Mr. Fellingner from Xavier University.

Workshop #2: "Professional Attitudes of the Office Secretaries and Clerks" under the guidance of Mrs. Sinclair, Marietta College. Mrs. Sinclair illustrated her points by means of a moving picture loaned the Association by the Bell Telephone Company.

Workshop #3: "Evaluation of Foreign Credits." Mrs. Hough of Ohio State University who represented this Association at the Office of Education, Washington, D.C. last May, related to this group the salient points that were discussed at the Washington meeting.

As a result of this workshop Mrs. Hough proposed at the business meeting the next day the following motion:

That the Association of Ohio College Registrars request the American Association of Collegiate Registrars and Admissions Offices to undertake studies of education in foreign countries and publish a guide for the confidential use of registrars similar to the report on institutions in the United States prepared by the Committee on Special Projects.

The members voted unanimously to accept Mrs. Hough's motion.

The Nominating Committee recommended the following officers for next year:

President—Dr. Ronald B. Thompson, Registrar, Ohio State University

Vice-President—Mr. Jess J. Petty, Registrar, Baldwin-Wallace College



Secretary-Treasurer—Mr. Eugene R. Mittinger, Registrar, John Carroll University

The report of this committee was accepted and these candidates were declared elected for the year 1951-1952.

The annual Association dinner was served in Memorial Lodge dining hall on the evening of the twenty-fifth. The members were entertained with piano numbers by Mr. Wilbur Schnitker of Muskingum College and a talk by Dr. William Fisk of the History Department of Muskingum College on "From Scotland's Moors to Ohio's Hill."

E. R. MITTINGER, *Secretary-Treasurer*

### WEST VIRGINIA ASSOCIATION OF COLLEGIATE REGISTRARS

The West Virginia Association of Collegiate Registrars held its annual meeting at Clarksburg, October 10-12, 1951. At the opening session, Registrar L. E. Bledsoe of Marshall College commented favorably upon the 1951 AACRAO Convention which was held at Houston, Texas. Dr. Armand E. Singer, Professor of Romance Languages at West Virginia University, presented an interesting and informative travelogue of his recent journeys in South America.

The three day program consisted primarily of a series of reports on topics which had been assigned to committees for study and possible action by the Association: Re-evaluation of the policy of granting physical education credit for military training; Grade transfer policies within the member institutions of the West Virginia Association; Late registration practices; Clarification of the legal residence status of students for purposes of assessing out-of-state tuition fees; Probation and exclusion policies; Progress toward the adoption of uniform course numbers and titles whenever feasible; Evaluation of educational credentials of foreign students seeking admission to American schools. In the discussions which followed each report, participation was quite general and sometimes brought out sharp differences of opinion.

A highlight of the program was the appearance of AACRAO President John E. Fellows, who addressed the assembly at a dinner meeting at nearby Jackson's Mill. Dr. Fellows outlined the several features which distinguish a craft from a profession and expressed the opinion that while the Registrars have advanced a long way on the road to professionalization much remains to be accomplished. Thirty-one members and guests were in attendance.

Officers elected for 1951-52 were: President, E. W. Browne, Bluefield State College; Vice President, Mary Bayles, West Virginia University; Secretary-Treasurer, F. E. Thornton, West Virginia Institute of Technology.

F. E. THORNTON, *Secretary*

## Employment Service

The A.A.C.R.A.O. has established a Committee on Professional Development, which will serve as a clearing-house for those seeking employment and those with vacancies to fill. The persons listed below are registered with this committee. Additional listings may be sent either to the Editor, at the *Office of the Registrar, Miami University, Oxford, Ohio*, or to Dr. Fred Thomason, University of Tennessee, Knoxville, Tenn. The registration fee is \$3.00 which includes one publication on this page. Persons listing their names with the Committee should send with their application for listing, a copy of the advertisement (limited to 50 words) which they wish to insert. For additional insertions beyond the first the charge is \$1.00 per issue. Remittance in full in favor of the American Association of Collegiate Registrars and Admissions Officers should accompany the application.

The Committee on Professional Development is not an employment agency, and neither the Association nor its committee assumes any obligation as to qualifications of prospective employees or responsibility of employers. It is expected that at least some reply will be made to all those answering announcements.

Inquiries from prospective employers should be directed to Dr. Thomason at the address given above.

**POSITION WANTED:** As Registrar or Assistant Registrar. Nine years' experience as assistant to registrar in eastern college. Single woman, B.S., Protestant. Prefer northeastern or mid-western U.S. Address AS. (2/3)

**POSITION WANTED:** As Director of Admissions or Registrar. Fifteen years' experience in combined fields, in Middle West and East. Family man, Ph.D., Protestant. Teaching experience in American and European universities; field, English. Address S. care Editor. (1/0)

**REGISTRAR** or admissions available June or September. Ph.D. candidate, male, 40. Fifteen years' college teaching, fourteen as student adviser; three years acting registrar; three semesters acting assistant dean during leaves. Desire permanent administrative post. Address D.M., care Editor. (1/3)

**POSITION** as Director of Admissions or Registrar at college or junior college level. Applicant holds B.A., M.A., candidacy for Ph.D. degrees. Ten years' experience as Registrar and Director of Admissions. Address Mrs. E. B., care Editor. (1/2)